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AUTHOR Segal, Marilyn; Manburg, Abbey
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ABSTRACT

"All About Child Care: Trainee's Manual" provides a means for acquiring and demonstrating the knowledge and skills of an effective child care practitioner. The Manual is divided into 14 units with each unit built around a set of competencies. These sets of competencies correspond to the 13 functional areas described in the Child Development Associate Program Plan. The Manual can be used independently by students who want to proceed at their own rate, or can be used in conjunction with a child care course. Each unit of the Manual is a complete and independent learning area; students can begin their studies with any unit. Units consist of four components. Component I provides a statement of purpose, a rationale of the unit, and a set of objectives. Component II includes a pretest and a self-assessment of the student's skills. Component III states objectives and provides related explanatory materials, illustrations, and fill-in-the-blank sections that allow students to think about and expand on the materials they have read. Component IV presents assignments or tasks that provide an opportunity for students to demonstrate competency. (Author/RH)

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NOVA UNIVERSITY CURRICULUM

ALL ABOUT CHILD CARE

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TRAINEE'S MANUAL

NOVA UNIVERSITY CURRICULUM

ALL ABOUT CHILD CARE

TRAINEE'S MANUAL

by
Marilyn Segal
and
Abbey Manburg

Nova University
Fort Lauderdale, Florida

Distributed by:

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Mt. Rainier, Md. 20712

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CONTENTS

SAFETY • 9

Overview...10
Pretest of Knowledge...11
Self-Assessment...12
Objectives...13
Challenges...18
Performance Checklist...20

HEALTH • 23

Overview...24
Pretest of Knowledge...25
Self-Assessment...26
Objectives...27
Challenges...34
Performance Checklist...36

LEARNING ENVIRONMENT • 39

Overview...40
Pretest of Knowledge...41
Self-Assessment...42
Objectives...43
Challenges...47
Performance Checklist...48

PHYSICAL DEVELOPMENT • 51

Overview...52
Pretest of Knowledge...53
Self-Assessment...54
Objectives...55
Challenges...60
Performance Checklist...61

COGNITIVE DEVELOPMENT • 63

Overview...64
Pretest of Knowledge...65
Self-Assessment...66
Objectives...67
Challenges...76
Performance Checklist...77

LANGUAGE DEVELOPMENT • 79

Overview...80
Pretest of Knowledge...81
Self-Assessment...82
Objectives...83
Challenges...86
Performance Checklist...87

PRE-READING SKILLS • 89

Overview...90
Pretest of Knowledge...91
Self-Assessment...92
Objectives...93
Challenges...97
Performance Checklist...98

CREATIVITY • 101

Overview...102
Pretest of Knowledge...103
Self-Assessment...104
Objectives...105
Challenges...109
Performance Checklist...111

SELF-CONCEPT • 113

Overview...114
Pretest of Knowledge...115
Self-Assessment...116
Objectives...117
Challenges...121
Performance Checklist...122

INDIVIDUAL STRENGTH • 125

Overview...126
Pretest of Knowledge...127
Self-Assessment...128
Objectives...129
Challenges...133
Performance Checklist...134

SOCIAL DEVELOPMENT • 137

Overview...138
Pretest of Knowledge...139
Self-Assessment...140
Objectives...141
Challenges...146
Performance Checklist...147

GROUP MANAGEMENT • 149

Overview...150
Pretest of Knowledge...151
Self-Assessment...152
Objectives...153
Challenges...157
Performance Checklist...158

HOME / CENTER • 161

Overview...162
Pretest of Knowledge...163
Self-Assessment...164
Objectives...165
Challenges...171
Performance Checklist...172

STAFF • 175

Overview...176
Pretest of Knowledge...177
Self-Assessment...178
Objectives...179
Challenges...185
Performance Checklist...186

INTRODUCTION

All About Child-Care Trainee's Manual provides a means for acquiring and demonstrating the knowledge and skills of an effective child care practitioner. The Trainee's Manual can be used independently by students who want to proceed at their own rate, or can be used in conjunction with a child care course.

All About Child Care is divided into fourteen units with each unit built around a set of competencies. These sets of competencies correspond to the thirteen functional areas described in the Child Development Associate Program Plan.

How to Use the Trainee's Manual

Each unit of the Manual is a complete and independent learning area. This means that you can begin with the first unit if you like or you may begin with any unit of immediate concern.

Component 1: Definition-Rationale and Objectives

This component includes a Statement of Purpose, a Rationale of the unit, and a Set of Objectives. The Statement of Purpose describes the basic content of the unit. The Rationale relates the content to your role as a child care practitioner. The Set of Objectives describes the competencies to be acquired and demonstrated in the unit.

Component 2: Pre-Assessment

The second section of the unit is called Starting Points. It includes both a pre-test of knowledge and a self-assessment of skills. This section helps you identify your weak and strong points and provides the basis for "testing out" of an area in which you are proficient.

Component 3: Objectives

The third component of each unit is devoted to the unit objectives. For each objective, the manual includes explanatory materials, illustrations, and fill-in-the-blank sections. These fill-in sections allow you to think about and expand on the materials you have read. In a Child Development Associate course the filled-in section can become a part of your personal portfolio.

Component 4: Challenges

The final section of each unit is devoted to challenges. These challenges are a series of assignments or tasks that demonstrate your competency. For the most part, the tasks involve activities that are carried out within a child care classroom. A check-list at the end of each unit, signed by your instructor or advisor, provides evidence of your competence.

When you have completed all the sections of the workbook, you will have an invaluable resource and practical guide. The workbook will contain both a summary of the knowledge you have acquired and an important record of the ideas and activities you have implemented in your child-care setting.

The Trainee's Manual is a tool for acquiring the competencies critical to the delivery of quality child care. It can be used as the basis of inservice or undergraduate courses, a guide for independent study or as a training manual for child development associates. It can also be used in conjunction with the other components of the Nova University Child Care Curriculum. The Instructor's Guide follows the same unit format as the Trainee's Manual and provides suggestions for group discussions and activities. The textbook, *All About Child Care*, is a complete resource book for child-care practi-

tioners. It can be used to supplement the readings in the Trainee's Manual and as a permanent resource for teachers.

The Trainee's Manual has been field-tested in several locations. It has been used successfully as a Child Development Associate Training Curriculum and as the basis of an inservice curriculum for Child Care providers working in public schools and in private non-profit centers.

I

SAFETY

OVERVIEW

DEFINITION

Safety involves taking all precautions to keep accidents from happening and taking all steps to reduce the severity of an accident that has occurred.

RATIONALE

Whenever we bring a group of young children together in a child care setting there is a chance of an accident. Few teachers can make it through a school year without putting a bandaid on a cut knee, or holding ice on some child's bumped head. As a matter of fact, if there are never any minor cuts and bruises we would suspect that the children aren't given enough opportunity to run and play. Minor scrapes and bruises we can live with, but more serious injuries are another matter. Our most critical obligation as early childhood caregivers is to provide a safe environment for children. Unless children in our care are protected from physical harm we are not meeting our responsibility to children and their parents.

OBJECTIVES

In this unit we focus on achieving four safety objectives:

1

To maintain a safe classroom and playground.

2

To maintain patterns of behavior that reduce the chance of accidents.

3

To demonstrate appropriate procedures to follow in case of emergency.

4

To implement a safety curriculum in the classroom.

PRETEST

Directions: *Circle the most appropriate statement.*

1. Exit signs must be posted
   (a) on at least two doors in every classroom.
   (b) on all available exits within the classroom.
   (c) above every door in the classroom.

2. The fire evacuation plan must be
   (a) on file in every classroom.
   (b) posted in a conspicuous and pre-designated place in every classroom.
   (c) posted at every available exit.

3. Every adult working in a day care center should know the following number (or numbers) by heart
   (a) The telephone number of every child in the school.
   (b) The telephone number of the police and fire department.
   (c) 911

4. Fire drills must be held
   (a) Monthly
   (b) Weekly
   (c) Yearly

5. Fire extinguishers meet safety standards if, and only if,
   (a) they are checked and serviced yearly.
   (b) all adults in the classroom are instructed in their use.
   (c) all of the above.

6. Electrical outlets
   (a) are not allowed in a preschool classroom.
   (b) must be properly covered when not in use.
   (c) must be above child's reach or behind heavy equipment.

7. First aid materials must be
   (a) within reach of every child.
   (b) in a place in the classroom accessible to adults only.
   (c) in a locked drawer or file cabinet where children cannot get to it.

8. What do you do in case of a burn?
   (a) Put butter on immediately.
   (b) Wrap with tight bandage.
   (c) Apply ice.

9. What do you do in the case of bleeding?
   (a) Apply pressure.
   (b) Immerse in hot water.
   (c) Paint with iodine.

10. What do you do in the case of a nose bleed?
   (a) Tilt head way back and apply wet towel.
   (b) Stuff cotton in nose.
   (c) Tilt head back slightly, squeeze nostrils, apply ice to bridge of nose.

Directions: *Select the three most appropriate rules from this list.*

(1) Children should not talk in the classroom without teacher approval.

(2) Children should not be allowed to walk behind swings.

(3) Children should not stand on tables.

(4) Children should not be permitted free access to toys and equipment.

(5) Children should not be permitted to hit, kick or bite other children.

(6) Children should not be allowed to operate any electrical equipment, even under careful supervision.

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. Can maintain a hazard free classroom and playground.	○	○	○
2. Can maintain an orderly classroom where the risk of an accident is minimized.	○	○	○
3. Can administer appropriate first aid in case of injury, including shock, burns, breaks, bleeding, head injury, poisoning or respiratory distress.	○	○	○
4. Can provide students with a variety of curriculum experiences that help them understand and internalize safety rules and practices.	○	○	○

OBJECTIVES

1

To Maintain a Safe Classroom and Playground

Safety in the Classroom

Mrs. Bruce was the owner of a child care franchise. At a child care convention she boasted about the fact that all six of her centers had passed the fire inspection and were licensed to operate. "I never have any trouble with inspectors," she announced. "You just have to know how to get around them."

Despite Mrs. Bruce's boast she was not always successful at "getting around" inspectors. A local newspaper writer who was interested in day care standards visited all her centers pretending to be a parent. Here are some of the things she found:

Beneath each item list the type of accident that it might cause.

A packet of matches on the teacher's desk.

A working stove in an alcove in the classroom.

Electrical outlets that are uncovered.

Very heavy door without a closer leading to the outside.

Sharp table corners.

Loose hanging bookshelves not secured to the wall.

A gross motor center in front of a picture window.

An electric fan in the middle of the floor.

Small, loose rugs.

Baskets of small buttons, pegs, and marbles on a low shelf in the kindergarten area.

Umbrellas in the dress-up area.

Large boxes in front of second exit.

Imagine your classroom and mentally inspect it for safety hazards.

What type of accident is least likely to occur in your classroom?

What sort of accident is most likely to occur?

_____

_____

_____

How can you prevent it from happening?

_____

_____

_____

Now—go back to your own classroom and inspect it carefully for safety hazards.

Safety on the Playground

Mrs. Bruce not only boasted about her safe classrooms, she also talked about her playgrounds. "Nobody can say anything about my playgrounds," she continued. "Why, do you know that every one of my centers has a fenced-in playground with a safety latch on the gate? Pretty good, huh?"

It is important to fence in a playground but it takes a lot more than just a fence to make a playground safe.

Help Mrs. Bruce develop a safety check list for her playgrounds by completing the following sentences.

The playground has a hard top area for riding toys, and a grassy area for outdoor games and playground equipment. The ground is free of

_____

The playground equipment is placed so that:

1. There is plenty of _____.
2. If a child falls off he will _____.

The playground equipment meets these standards:

1. _____.
2. _____.
3. _____.
4. _____.

2

To Maintain Safe Patterns of Behavior

So far we have talked about ways of making the physical environment safe for children. Now, let us look at your role as a classroom teacher in maintaining a safe school environment.

Practicing What You Preach

Safety begins by looking in the mirror. If you do dangerous things and at the same time tell children not to do them, children will do what you do and pay no attention to what you say. Remember, children learn best by example, and the best way to teach safety is to set a good example.

List two examples in which you saw a teacher doing something dangerous in front of children.

1. _____
2. _____

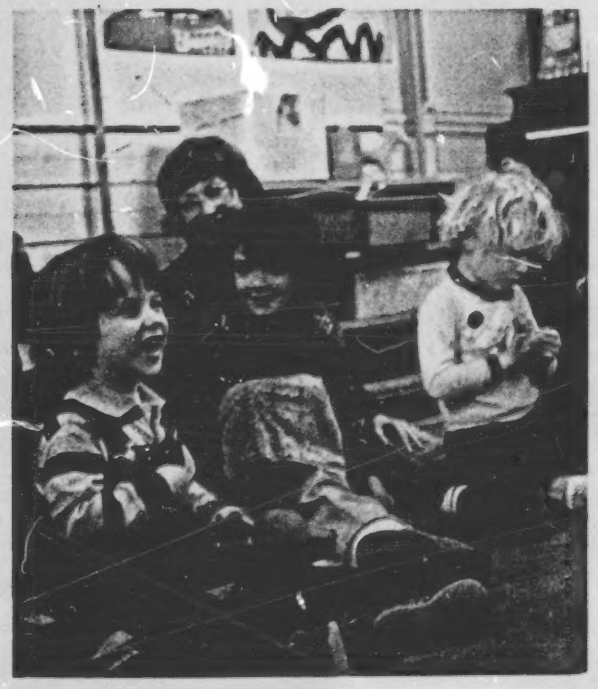
Developing Safety Rules

Both a classroom that is controlled too rigidly or a classroom that is controlled too loosely are at risk for accidents. If a classroom is always "under the teacher's thumb" and the children aren't allowed to do anything unless they are told, children do not learn to think for themselves. They do not have a chance to learn self-control or develop their own safety standards. In such a class, if the teacher turns away for even a brief period, the children can get rowdy and out of control. A rowdy classroom almost invites an accident. While too tight control of a classroom is bad, too little control is even worse. Children lack the experience to recognize what things or actions are really dangerous. In a classroom where the teacher does not maintain order it is easy for children to get hurt.

The best way to keep a classroom under control without being too controlling is to let the children help you draw up a small set of simple classroom

rules. Here are some rules that were developed in a Head Start class:

1. Every classroom should have a special signal for getting the children's attention (e.g., two notes on a piano, three beats on a drum).
2. All toys should be returned to their proper place when play is over.
3. Children should never throw toys or other objects in the classroom (except in supervised throwing games).
4. Chairs and tables are not for standing.
5. Objects (except food) should not be placed in mouths.
6. No objects should ever be put in ears or nose.
7. No child should ever push, hit, or trip another child.
8. No child can use playground equipment until he learns the safe way to use it.
9. No running in the classroom except in supervised games.



Using this list as a guide, develop a set of simple safety rules for your own classroom.

_____

_____

_____

_____

_____

Keep track of all the children in your class all of the time

One Head Start teacher told us about a question that a child asked her. "Miss Viola, do you really, really, have eyes in the back of your head?" Unfortunately, teachers do not have eyes in the back of their head, but they do need to be aware at all times of what every child is doing.

Here are some problems that were reported in one preschool in the course of the year. After each calamity describe how it might have been prevented.

A child was hiding in the bathroom when her mother came to pick her up and no one knew where she was.

_____

_____

A child got out of the classroom, walked out the front door, and was found a block and a half from the center "on her way home".

_____

_____

A father who did not have custody of the child spotted his child on the playground and took her home.

_____

_____

A child was hand walking across the parallel bars, got tired half way across, fell to the ground, and suffered a serious elbow injury.

_____

_____

3

To Know What to Do in Case of Emergency

Emergency Procedures

Emergencies are never planned. The time to get ready for an emergency is before it happens.

Pretend that a child has fallen and may have a broken leg.

Step 1

Summon help by calling 911 or (fill in with the procedure used in your classroom).

_____

_____

Step 2

Follow appropriate first aid procedures. (We have included a first aid chart in the packet. It will help you fill in the blanks.)

_____

_____

Step 3

Call the child's parents. If they are not at home or work, call them at their emergency number which is posted on

_____

_____

Step 4

Follow the procedure for reporting an accident in your center, which is

_____

_____

_____

First Aid Guidelines

Adopted from National Safety Council
Broward County Chapter

In emergency—call 911. State the problem and give FULL address and telephone number.

Bleeding

1. Place thick pad of clean cloth or bandage directly over the wound and apply pressure.
2. If no broken bones are suspected, raise the bleeding part higher than the rest of the body.

Burns

1. Immerse the burned area in cold water or apply cold moist towels. (Ice can be used to chill the water.)
2. Following water treatment cover burned area with clean cloth to exclude air.

Shock

1. Lie patient flat with legs elevated.
2. Cover with blanket to avoid chill.
3. Give water unless abdominal injury is suspected.

Broken bones

1. With back or head injury avoid moving patient. If patient must be moved, place on board with head and neck in straight line.
2. For limb fractures place injured limb in a natural position on padded splint that extends well beyond the joints above and below the fracture. Fasten splint above, below, and at point of break.

Breathing Problems (Drowning)

1. Use mouth to mouth breathing.
2. For infants and small children:
   a. Clear mouth and throat of any obstructions with your finger.
   b. Place patient on back with face up—lift the neck, tilt head back.

c. Place your mouth over patient's mouth and nose.

d. Blow into baby's mouth in short spurts—twenty to thirty times per minute, removing your mouth after each puff to allow for exhaling.

4

To Implement a Safety Curriculum in the Classroom

Guidelines for a Safety Curriculum

A good way to develop a safety curriculum for your classroom is to begin by making a list of the safety concepts you would like your children to know. Here are some examples:

- Fire can hurt people and property. Because we do not want to start a fire we do not play with matches, we keep away from open fires, and we do not put any papers on a stove.
- Cars and trucks are dangerous. We do not run out in the street. We sit in the car with our seat belts fastened. We do not disturb the driver. We obey the traffic signals. Red means "stop" Yellow means "wait". Green means "go"

Now it's your turn to add to the list of other safety concepts.

1. _____
2. _____
3. _____

Activities for a Safety Curriculum

Once you have developed your list of safety concepts, your next challenge is to teach them to the class. Here are some ideas for teaching traffic safety:

Teach the children a traffic safety song or poem.

Example:
The traffic lights we see ahead
Are sometimes green and sometimes red
Red on top. Green below.
Red means stop and green means go.

Do a traffic safety craft.

Example:
Create a traffic signal by giving the children circles to color, cut and paste on a tongue depressor

Play a traffic safety game.

Example:
Red light - green light.

Objective:
To help children recognize and respond to traffic signals.

Equipment:
Large red, yellow and green circles on a stick. Enough miniature cars for each child.

How to Play:
Children place cars in a line, with teacher standing on the side. The goal is to push the miniature car across the room. When the green light is up the car can go, but when the red light is up the cars must stop. A car that is in motion when the red light is up must go back to the beginning. The yellow light serves as a warning and is always put up before the red light. You may want to let only four or five children race at a time—while the other children watch the traffic signals and warn the drivers of the miniature cars when there is a light change.

It's your turn again. Describe two other ways of helping children learn traffic safety.

1. _____
2. _____

CHALLENGES

1 **To Maintain a Safe Classroom and Playground**	***Activity 1***	Complete Manual pp. 13-14
	Activity 2	Complete the following table for your own setting and include a sample of each for your work-kit.

Emergency numbers for the children in my classroom are posted

_____

The fire evacuation plan is posted

_____

The fire extinguisher for my classroom is located

_____

In order to operate it you

_____

We adhere to the following procedures in a fire drill:

1. _____
2. _____
3. _____

Our first aid kit is kept

_____

It contains

_____

2 **To Maintain Patterns of Behavior that Reduce the Chance of Accidents**	***Activity 3***	Complete Manual pp. 14-15
	Activity 4	Demonstrate your children's knowledge of safety rules to a classroom observer.
	Activity 5	Demonstrate to an observer a safe way of taking your class to and from the playground.

3	**Demonstrates Appropriate Procedures to Follow in Case of Emergency**	***Activity 6***	Complete Manual pp. 16-17
		Activity 7	Demonstrate two first aid procedures in a role play situation.
4	**Implements a Safety Curriculum in the Classroom**	***Activity 8***	Complete Manual p. 17
		Activity 9	Prepare four Think-Through Sheets on safety curriculum and provide the appropriate documentation. Choose from the following areas: •Safety in the classroom •Safety on the playground •Safety at home •Safety in the street •Fire safety

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 13-14			
1	2	Safety Checklist			
2	3	Manual pp. 14-15			
2	4	Demonstrates children's knowledge of classroom safety rules			
2	5	Demonstrates safe way of taking class to and from playground			
3	6	Manual pp. 16-17			
3	7	Demonstrates two first aid procedures (Role play)			
4	8	Manual p. 17			
4	9	Four Think-Through Sheets on safety			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDA/C material

NOTES

II

HEALTH

OVERVIEW

DEFINITION

The teacher promotes health within the classroom by observing good health practices, by conforming to health rules and regulations applying to her center, by knowing the signs and symptoms of illness and by developing a program of health education that teaches children to value good health and to follow routines that maintain it.

RATIONALE

Often we think of health as simply the absence of disease. We think that avoiding disease is the same thing as maintaining good health. It is true that we can't stay healthy unless we learn good health habits that protect our bodies from illness—but we need to think of health in an even larger sense. Being healthy means feeling fit and fine. It means having the internal resources to fight off illness and overcome the effects of physical "insult".

As a classroom teacher you have several responsibilities in the area of health. *First and foremost*—take good care of your own body so that you maintain your own good health and serve as a good model.

Second: Be knowledgeable about any health regulations that apply to your center and conform to these regulations.

Third: Help the children in your classroom develop a healthy respect for their own body so that they will want to learn about it and want to take care of it. Fortunately, children are naturally curious and interested in their own bodies so that the preschool period is an ideal time to begin health education.

OBJECTIVES

1

To develop a sound knowledge base in the area of health.

2

To carry out practices in the classroom on a routine basis, which prevent illness and promote health.

3

To implement a health education program in your classroom.

PRETEST

Directions: *Choose the best answer by circling either a, b, c, or d*

1. What do you do if a child is ill or has an accident? (Assume that you do not have a school nurse.)
   (a) Call the parent
   (b) Call 911
   (c) Send a note home with the child
   (d) Any of the above depending on the nature of the illness

2. What do you do if a child comes down with a communicable disease?
   (a) Call the parent and isolate the child
   (b) Call 911
   (c) Send a note home with the child
   (d) It is usually not necessary to do anything because the other children have been innoculated

3. The primary reason for serving a morning snack is
   (a) That children and their parents have come to expect it
   (b) To insure a well balanced diet
   (c) To avoid mid-morning fatigue
   (d) To prevent overeating at lunch time

4. A teacher who wants to maximize the health of her children
   (a) Reads medical journals
   (b) Keeps a good supply of medication on hand for the children
   (c) Is aware of the signs and symptoms of childhood illness
   (d) All of the above

Directions: *Match the following terms with their definitions*

____Strabismus	____Urinalysis	____Prophylaxis
____Snellen E Chart	____DPT	____Flouride
____Hemoglobin	____Pertussis	____Rubella

A. Whooping cough
B. Immunization against diptheria, tetanus and pertussis
C. A chemical used to prevent tooth decay
D. Cleaning (term used by dentists)
E. Another term for German measles
F. Oxygen bearing protein in red blood cells
G. Eyes cross
H. An analysis of urine to test for the presence of bacteria, blood or sugar
I. A test for visual acuity in children

Directions: *Match the left hand and the right hand columns*

Disease	**Symptoms**
____Chicken pox	A. Fever, sore throat, headache, vomiting, pin-point scarlet rash on body
____German measles	B. Fever, swelling of face under jaws
____Measles	C. Enlarged glands, slight cold, fever, reddish purple rash
____Mumps	D. Fever, itching, water blister rash
____Scarlet fever	E. Fever, cough, conjunctivitis, reddish purple spots

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I am aware of my local regulations regarding the operation of a preschool kindergarten.	○	○	○
2. I know the signs and symptoms of childhood illness.	○	○	○
3. I make sure that my health records are complete and up to date.	○	○	○
4. I choose snacks that are nutritious.	○	○	○
5. I choose lessons designed to teach the children about personal hygiene.	○	○	○
6. I provide a clean area for eating.	○	○	○
7. I have an adequate supply of soap, paper towels, and tissues and insure their proper use.	○	○	○
8. I have an emergency number for every child.	○	○	○
9. I share my knowledge and concern about health with other teachers and with parents.	○	○	○

OBJECTIVES

1

To Develop a Sound Knowledge Base in the Area of Health

The classroom teacher does not have to be a nurse—and certainly should not be expected to have nursing knowledge and skills. As a matter of fact, a prime rule for any teacher is *never* to give medication in the classroom. The classroom teacher does, however, need to know how to recognize signs and symptoms of illness, and how to maintain her own good health and the health of the children in her classroom.

Knowing the Signs and Symptoms of Illness

Mrs. Bruce had a conference with Hiliary's mother. Hiliary's mother had been concerned about Hiliary at home. Before taking her to the clinic she decided to find out how Hiliary was acting at school.

Mrs. Bruce: I am glad you came to see me. Hiliary is such a fine little girl. She is so quiet and good. She never causes any trouble.

Hiliary's Mother: I am happy that you enjoy having Hiliary in your class, but I'm concerned about her being as quiet as she is. At home she seems to have no energy. When she comes home from school she seems pooped. She doesn't want to eat dinner and she just sits around reading books or playing with her dolls. Even on weekends, when I send her out to play in the yard, she appears to tire and run out of breath so much faster than the other children. Have you noticed that at school?

Mrs. Bruce: Yes, Hiliary does get tired on the playground faster than other children. But I wouldn't worry if I were you. You know all children are different, and Hiliary is by nature a quiet and inactive child. I wish all the children in my classroom were just like your Hiliary.

Do you agree with Mrs. Bruce's last statement? How would you have responded if you were Mrs. Bruce?

_____

_____

List six signs and symptoms of illness that you feel a classroom teacher should report to the child's parents.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Know About Communicable Diseases and Immunization Procedures

Poor Mrs. Bruce. At the parent teacher meetings the parents got on the subject of childhood diseases and immunizations. She was having all kinds of problems with some of the questions.

Use the charts on the following pages to help her with the answers.

Questions

1. My son Jamie was exposed to German measles yesterday. If he is going to catch it when will he start showing symptoms?

_____

_____

2. My daughter had chicken pox. The rash disappeared two days ago. Can I bring her back to school?

_____

_____

3. My daughter was exposed to whooping cough. She hasn't had any shots except a DPT vaccine—whatever that is—and some shots so she

won't get measles and mumps. Should I take her to the doctor?

4. My son had three DPT shots when he was a baby, and one when he was a year and a half. He won't need any more, will he?

5. When do children get shots against scarlet fever? I had scarlet fever when I was a child and I don't want Jonathan to get it.

6. Adam was playing with Theodore on Thursday. Then Saturday morning Theodore's mother called me to say that Theodore woke up with this rash and the doctor said it was German measles. Is there a chance that Adam was exposed? He wasn't with Theodore on Friday at all.

7. What is the difference between pertussis and whooping cough?

A GLOSSARY OF TERMS

DPT—Immunization against Diptheria, Tetanus and Pertussis

Fluoride—A chemical used to prevent tooth decay

Hemoglobin—Oxygen bearing protein in red blood cells. (Low hemoglobin, 12 grams or less indicates anemia.)

Pertussis—Whooping Cough

Prophylaxis—Cleaning (term used by dentists)

Rubella—Another term for German Measles

Snellen E Chart—A wall chart used for testing visual acuity in children

Strabismus—Eyes cross

Urinalysis—An analysis of urine to test for the presence of bacteria, blood or sugar.

SCHEDULE OF IMMUNIZATIONS
(American Academy of Pediatrics)

	Months				Years		
	2	3	4	6	1-1½	5	12
1. DPT	X	X	X		X	X	X
2. Polio	X		X	X	X	X	
3. Live Measles					X		
4. Mumps					X		
5. Rubella					X		

COMMON CONTAGIOUS DISEASES

Disease	Incubation Period	When It Is 'Catching'	Symptoms	Rash	Length of Illness	Prevention
Chicken Pox	14-21 days	1 day before rash & 6 days after rash	fever rash itching	Individual spots beginning as water blisters, spreading over whole body, forming crusts by 4th day	7-10 days	None
German Measles	14-21 days	2 days before symptoms and 3 days after	fever slight cold enlarged glands	First days—reddish purple—scarlet on the second day	3-5 days	M.M.R. Vaccine
Measles	10-14 days	1 day before fever until rash disappears	fever cough conjunctivitis	Reddish-purple spots running into each other from head downward	7-10 days	M.M.R. Vaccine
Mumps	12-24 days	1 day before swelling as long as swelling lasts	fever swelling under jaws	No rash—fever and swelling of face under jaws	7-10 days	M.M.R. Vaccine
Scarlet Fever	2-7 days	From first symptoms until 7 days later	fever sore-throat, headache vomiting	Pinpoint scarlet rash on body—not on face	7-10 days	None
Whooping Cough	7-14 days	From beginning of cough for 3-4 weeks	cold whooping cough vomiting	None	4-6 weeks	D.P.T. Vaccine

2

To Carry Out Practices in the Classroom on a Routine Basis, Which Prevent Illness and Promote Health

Some of the health routines that you practice in your classroom are dictated by government or licensing agencies. Other routines are a matter of using good judgment and being concerned about the health habits of children.

Abiding by Health Rules and Regulations

Mrs. Bruce was anxious to teach children and forget about "all the rigamarole" and red tape that was keeping her from doing her job. When her supervisor asked if she knew about the government health regulations that applied to her classroom, she got very upset. "It is up to the director and not me to know about those regulations and make sure we follow them. I was hired to teach."

1. Was Mrs. Bruce correct in her assumption that health regulations should not be her concern?

2. List three ways in which government regulations about health affect your classroom in a very direct way.

Mrs. Bruce was equally upset when her supervisor asked her to identify any children in her classroom with a history of health problems. "It is not my job to snoop through health forms," she insisted. "If there is something wrong with a child the mother should let me know."

1. Who is right—Mrs. Bruce or her supervisor?

2. What is a good policy regarding access to health information on individual children?

3. Describe the policy of your center.

4. Where are the children's health records kept?

Carry Out Practices that Promote Good Health

There was a time when we believed that all illnesses were carried by germs and that if we only knew how to keep germs away from children we would keep them in good health. Now we know that illness has many causes. Two children may be exposed to the exact same germ. One of the children will "catch" the disease while the second child remains healthy. The child who "catches" the disease has not only been exposed to a germ but has experienced a failure in his/her body defense. The disease has challenged the well-being of the child and the child's body has not been able to call upon its resources to meet the challenge.

Think about six different ways that a classroom teacher can cut down on the spread of germs in his/her classroom.

1. The teacher can make certain that children

2. The teacher can learn to identify

3. The teacher can be careful about the food that is served in the classroom by making sure that

4. The teacher can teach the children to

_____

5. The teacher can be sure that they themselves

_____

6. The teacher can learn about the germs carried by turtles, birds, and other pets, making sure that

_____

Now think about ways that a teacher can help children build up their resistance to illness.

1. The teacher can help children learn about a well balanced diet that includes

_____

_____

_____

2. The teacher can be sure that the children have regular health and dental check-ups and that

_____

_____

3. The teacher can serve as a good model by

_____

_____

4. The teacher can help children avoid becoming overtired and stressed by

_____

_____

5. The teacher can help children maintain good body tone by

_____

_____

6. The teacher can help children avoid overheating or being chilled by

_____

_____

3

To Implement a Health Education Program Within Your Classroom

A good classroom teacher has many opportunities in the course of the day to introduce health education. Here is a transcription of a classroom teacher greeting her class in the morning. As you read it, *underline three remarks that the teacher made which could be considered as health education.*

Teacher: Good morning, Jeffrey. I am glad that your remembered to wear your sweater. It's cool outside today. Jennifer, you are back in school. We really missed you. Your mommy told me that you had a cold and you had to get lots of rest, and drink lots of juices so you could get better fast. And look at you now. You are feeling all better.

31

God bless you, Adam. That was a big sneeze. I like the way you covered your nose and mouth with a tissue.

Adam: I don't have no cold.

Teacher: Yes, I know that you don't have a cold. Your mommy told me that you always sneeze when the night jasmine are blooming. She told me you are allergic to night jasmine.

Jeffrey: What is a "lergic"?

Teacher: That is a good question. It's circle time now. Let's talk about it.

It's a good idea to take advantage of spontaneous situations to teach health education. It's also a good idea to plan activities with health objectives in mind.

Read the following list of suggested activities. For each activity write an appropriate health related objective.

Activities for Health

1. Collage activities
   a. Teacher or children cut out or tear out parts of the body (eyes, noses, heads, etc.) from magazines
   b. Children paste these pictures on construction paper.

2. Complete the picture
   a. Cut out pictures of articles of clothing from a magazine. (Shirt, skirt, pants, etc.)
   b. Have children complete the picture by drawing the parts of the body extending from these articles of clothing.

3. Body parts puzzle
   a. Teacher prepares puzzle pieces by cutting out body parts (either parts of body such as arm, legs, trunk, etc., or parts of head and face).
   b. Children assemble pieces of puzzle.

4. Body parts prints.
   a. Make tempera prints with hands, fingers, feet or toes.
   b. Color in appropriately.
   c. Add rings, watches, etc.

5. Fruit and vegetable mobile
   a. Have the children cut out or tear out pictures of fruits and vegetables from magazines.
   b. Paste picture on construction paper and hang from hanger or string suspended in room.

6. Sprouting vegetables
   a. Cut off top of carrot and place in dish of shallow water.
   b. Cut off top of potato and suspend in glass of water with toothpicks.
   c. Use seeds and beans to grow small plants.

7. Healthy teeth
   a. Make a tooth puppet.
   b. Let the tooth puppet talk to the children—
      "I like tooth paste."
      "I like to be brushed twice a day."
      "I don't like candy. It makes me hurt all over."

32

"I like to chew carrots and apples."
"I don't like to bite children. It makes me feel sad."

8. The four food groups.
   a. Cut out pictures of various foods from magazines.
   b. Have children sort into four food groups (meats, dairy, fruit and vegetables, cereals and grains).
   c. Make collages of each group.

9. Imaginative play.
   Equip dress up area with appropriate props: Stethescope, white coat, nurses hat, black bag, toy thermometer, etc.

33

CHALLENGES

1	**To Develop a Sound Knowledge Base in the Area of Health**	***Activity 1***	Complete Manual pp. 27-29
2	**To Carry Out Practices in the Classroom on a Routine Basis Which Prevent Illness and Promote Health**	***Activity 2***	Complete Manual pp. 30-31
		Activity 3	Place the following material in your work-kit: a. A copy of the health record used in your center b. A copy of the state and/or local health regulations that apply to your center c. A copy of the procedures you follow in the event a child is ill d. A description of the follow-up procedures you follow when a child is ill (contacts with doctor, social worker, parents. etc.) e. A calendar of the health checks that are planned for your class during the school year Also, you may include any additional information or material that further demonstrates your knowledge or background in this area
		Activity 4	Demonstrate to your advisor ways in which the following health practices are implemented in your classroom. •Children wash their hands before eating and after toileting •Children cover their face when they cough or sneeze •Children do not eat food that has dropped on the floor
3	**To Implement a Health Education Program in Your Classroom**	***Activity 5***	Complete Manual pp. 31-33

	Activity 6	Design and carry out the following activities: a. One activity that helps children develop good habits of personal hygiene (brushing teeth, washing hands, keeping nails clean, etc.) b. One activity that helps children go willingly to the doctor or dentist and understand that the doctor and dentist are our friends c. One activity that helps children know and understand their own bodies d. One activity that teaches children which kinds of foods are healthy

35

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 27-29			
2	2	Manual pp. 30-31			
2	3	Work-Kit materials a. Health record b. Copy of state or local regulations c. Procedures in the event of illness d. Follow-up procedures when child is ill e. Calendar of health activities			
2	4	Demonstrates health practices of children in class			
3	5	Manual pp. 31-33			
3	6	Completed Think-Through Sheets on activities to develop a. Good personal hygiene b. Positive attitude toward doctors and dentists c. Understanding of own body d. Good nutritional habits			

THINK THROUGH SHEET

Name: _____

Unit: _____

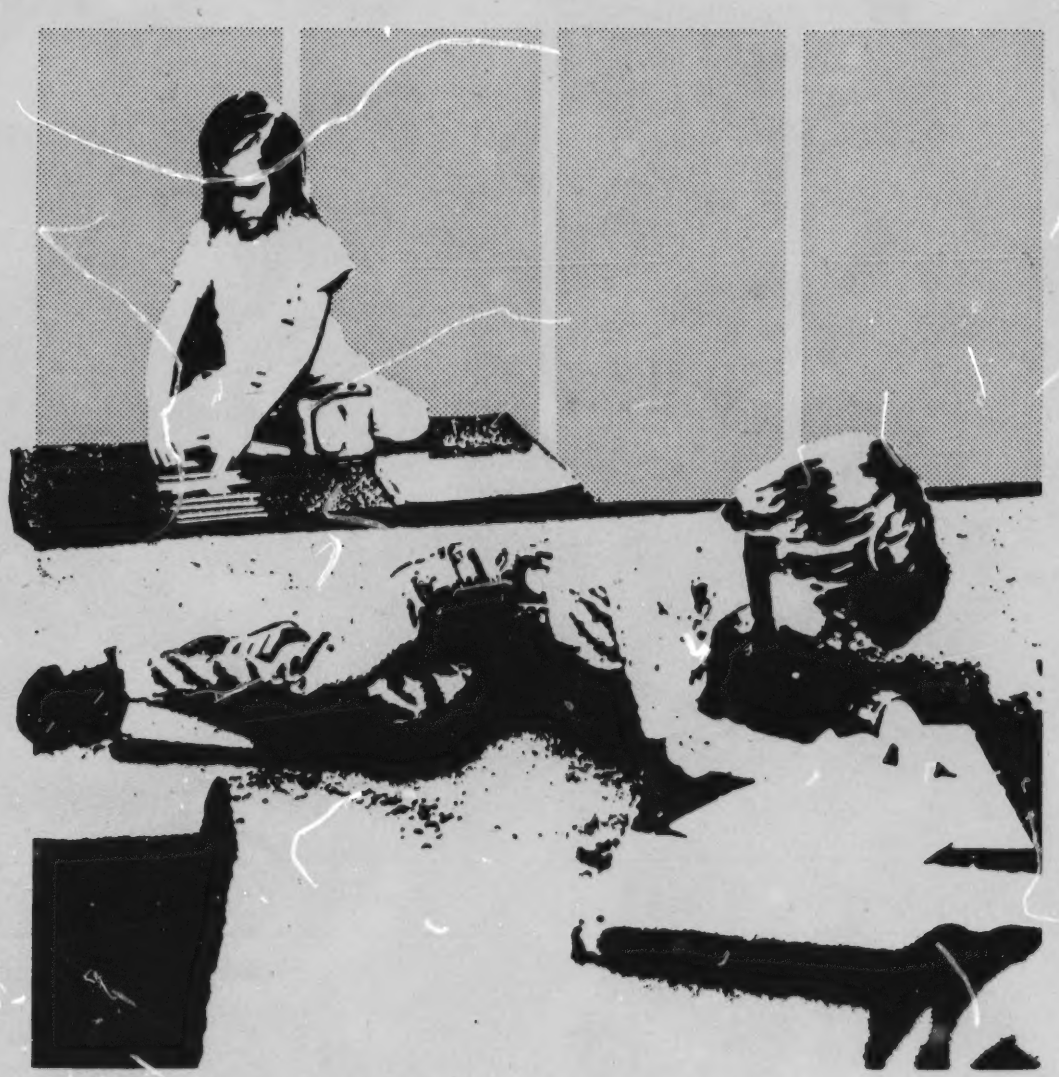
Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

III
LEARNING ENVIRONMENT



OVERVIEW

DEFINITION

The trainee selects materials and equipment and arranges the room to provide an environment conducive to learning and appropriate to the developmental level and learning style of the children.

RATIONALE

The arrangement of the classroom in terms of time, space, and materials is a reflection of the underlying philosophy. In an ideal classroom everything we do about setting up the classroom, selecting equipment and learning materials, arranging the material on the shelves, and developing a daily schedule, supports our beliefs about how children learn.

OBJECTIVES

1

To describe the educational plan of your child care center.

2

To develop a floor plan for your classroom consistent with your educational plan.

3

To describe the rationale for the organization and contents of three interest centers.

PRETEST

Directions: *Match these words with their definitions*

____Educational Plan
____Statement of Purpose
____Long Term Objectives
____Curriculum
____Milestones or Enabling Objectives

A. Program goal or rationale stated in very general terms.
B. This includes a statement of purpose, long term objectives, and enabling objectives or milestones.
C. A sequence of activities written for children to accomplish, an educational objective.
D. Description of expected outcomes in accordance with the statement of purpose.
E. Specific plans for accomplishing an objective including what sorts of things will take place when.

Directions: *Place these items in their proper place*
(If you feel they belong in either of two places, draw two lines.)

Area	**Items**
Science Table	Cuisenaire Rods
Pre-Reading Area	Stacking Squares
Music Center	Magnets
Block Building Area	Montessori Bells
Art Area	Lego Set
Manipulative Play Area	Category Cards
Math Area	Clay-Doh

Directions: *Identify the problem in this schedule*

8:30 a.m.	Circle Time	11:30 a.m.	Circle Time
8:45 a.m.	Individual Selection of Interest Centers	11:45 a.m.	Prepare for Lunch
		12:00 noon	Lunch
10:00 a.m.	Outdoor Play	12:30 p.m.	Brush Teeth
10:30 a.m.	Snack Time	12:45 p.m.	Nap
10:45 a.m.	Return to Interest Center	2:45 p.m.	Dismissal

Problem: _____

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate column.

	Very Strong	Satis-factory	Need Improvement
1. I can construct long term and enabling objectives in line with a statement of purpose associated with an early childhood program.	○	○	○
2. I can draw a floor plan of a classroom in which the arrangement of space maximizes opportunities to achieve the objectives set out in the educational plan.	○	○	○
3. I can set up interest centers within a classroom that are attractive, orderly and contain materials that are appropriate for the interests and range of capabilities of the children in my class.	○	○	○

OBJECTIVES

1

To Describe the Educational Plan Of Your Child Care Center

An educational plan consists of

1. A Statement of Purpose
2. Long Term Objectives
3. Enabling Objectives or Milestones.

The statements of purpose are the basic rationale for a program's existence. They describe the children that we enroll in the program and our basic philosophy about what we would like to accomplish with the children, their parents, and the community.

Write out either a statement of purpose of your center as it exists or a statement of purpose for your ideal center.

Long term objectives describe the major expected outcomes of a program, or the important things we would like to accomplish in the course of a year. In the Head Start program long term objectives are written for each of the five components of Head Start: Health, Nutrition, Social Service, Parent Participation, Education.

A long term objective is not the same as a curriculum. A curriculum is a sequence of activities that are written for children. One way to accomplish an educational objective may be to develop and implement a curriculum.

Write out one long term objective for each of these areas:

Health

Education

Parent Participation

Milestones, or enabling objectives, describe ways in which long term objectives will be accomplished. An enabling objective describes the kinds of activities that will be performed; a milestone describes what you expect to accomplish at a particular point in time. In some programs milestones are written for each long term objective—in other programs enabling objectives are used.

Write out one milestone or enabling objective for each of your long term objectives.

2

To Develop a Floor Plan for Your Classroom Which Is Consistent With Your Educational Plan

The way a classroom is arranged has a lot to do with the kind of learning that goes on. In a classroom where the seats are arranged in neat rows facing a teacher's desk we would expect that the learning will be teacher directed. Children will be treated as a group and will not have much chance for exploration and hands-on experiences.

If a classroom is arranged in interest centers we would expect that children could have a different type of experience. In an interest centered classroom the physical space is divided into different areas, with each area reflecting the type of activity that takes place.

43

Each interest center is a small semi-enclosed place where several children can work side by side. Materials are placed on shelves or on low tables allowing children to choose activities without requiring help from the teacher. When groups are clustered in the interest centers the teacher acts as a facilitator moving from center to center, answering questions and giving suggestions to individual children.

Here are some interest centers that we have seen set up in child care settings.

A Block Building Center that included farm animals and different types of vehicles and building materials.

A Discovery Center that included science materials, collections of small objects, a weighing-in station, pets, plants.

A Play and Learn Center that included puzzles, manipulative toys, number readiness materials, and pre-writing activities.

A Reading Corner with books, a comfortable chair, and perhaps earphones and tapes.

A Dress Up Center (sometimes called grandma's attic) with an assortment of dress-up clothes and a long mirror.

Now—let's visit your own classroom. If you already have interest centers, list them:

_____

_____

_____

_____

_____

_____

_____

_____

_____

If you do not have interest centers use the lines above to list the centers in your "dream" classroom.

Once a teacher has chosen to convert to an interest centered classroom the big job is to decide where to place the interest centers. Here are some of the musts and shoulds to help us place our learning centers:

- An art center that includes easel painting *must* be in a non-carpeted area, *should* be near a sink, and *must* be near small tables.
- Block play *should* be on a carpeted surface to cut down noise level, *should* be away from centers that require quiet and *should* be in a place with shelves so that the blocks can be neatly stacked away.
- The science center *should* be near a window so that plants will grow.
- Manipulative play (number readiness) centers *should* be near shelves.
- Reading and writing readiness areas *should* be in a quiet part of the classroom.

LEARNING ENVIRONMENT

*Draw a rough draft of your classroom. If you already have interest centers and you are satisfied with the layout, draw your classroom as it is. If you do not have interest centers, or you are unhappy with the layout, **draw your ideal classroom**. Use the classroom plan on the next page for suggestions.*

45

3

To Describe the Organization and Contents of Three Interest Centers

Now that you have decided on your interest centers, let's see how creative you can be. Select three interest centers and describe at least ten props or materials that you would like to place in the center.

Here's an example:

Housekeeping Area

Stove
Sink
Refrigerator
Dishes and mixing bowls
Silverware
Egg beater
Apron
Pot holder and oven mit
Toaster
Pots and pans and coffee percolator
Small round table and two chairs
Centerpiece (Bowl with plastic fruit)
Tablecloth
Telephone
Pad and pencil
Kitchen clock
Salt and pepper shaker
Pitchers

Interest Center 1: Name: _____

Interest Center 2: Name: _____

Interest Center 3: Name: _____

Don't be discouraged if your budget won't stretch enough to buy all the items you have thought about. Once you have identified what you want, scrounging and improvising are relatively easy.

46

CHALLENGES

1	**To Describe the Educational Plan Of Your Child Care Center**	***Activity 1***	Complete Manual pp. 39
		Activity 2	Begin the development of an Educational Plan. Write at least 5 Statements of Purpose, a Long-Range Objective for each, and at least 2 Enabling Objectives for each Long-Range Objective.
2	**To Develop a Floor Plan for Your Classroom Consistent with The Educational Plan**	***Activity 3***	Complete floor plan for your work-kit
		Activity 4	Arrange your classroom to maximize your ability to live up to the educational plan. Explain the changes you made (or did not make) to your advisor.
3	**To Describe the Rationale for the Organization and Contents of the Interest Centers**	***Activity 5***	Complete Manual pp. 42
		Activity 6	Make an inventory of your interest centers. Be sure that you can explain the purpose of the materials in each interest center.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 43			
	2	Educational Plan			
2	3	Floor Plan			
	4	Explanation			
3	5	Manual p. 46			
	6	Inventory of Centers			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

49

NOTES

50

IV
PHYSICAL DEVELOPMENT

OVERVIEW

DEFINITION

The trainee provides a variety of appropriate equipment, activities and opportunities to promote the physical development of the children.

RATIONALE

Because young children are always on the go, parents and teacher are apt to relax about their physical development. Just let them run around and play and they'll get all the exercise they need.

It is true that all children have their own developmental time table, and that children will sit up, walk, and run according to this time table no matter how we arrange their environment. But physical development involves a lot more than learning how to walk and run. Physical development is an important facet of the whole developmental process. The child's mind and body work together. The development of motor skills contributes to the development of social and emotional skills, the development of language, and the development of concepts or intellectual development.

OBJECTIVES

1

To provide and sequence materials, equipment and activities to develop large motor skills at the appropriate developmental level of the children.

2

To provide and sequence materials, equipment and activities to develop fine motor skills at the appropriate developmental level of the children.

3

To recognize ways in which the development of motor skills can promote cognitive development.

PRETEST

Directions: *Match the skill with the description of the activity designed to promote it.*

1. Child is given a paper with a car drawn on the left, a road, and a garage on the right. He is asked to draw a line with a crayon taking the car to the garage without falling off the road.
2. Throws a large ball into a basket.
3. Screws a bottle top onto a bottle.
4. Picks up rice with a tweezer and places it in a new container.
5. Stands on one foot for five seconds.
6. Walks on a line.
7. Completes a forward sommersault.
8. Wads paper using only one hand.
9. Jumps over rope.
10. Demonstrates a little step, a regular size step and a giant step.
11. Pushes swing very gently and then very hard and predicts how high the swing will go on one push.

____Strength of grasp

____Propulsion or jumping skill

____Eye-hand coordination

____Wrist coordination

____Finger-thumb opposition

____Dynamic balance

____Static balance

____Throwing skill

____Motor coordination

____Discovering relationships and making a prediction

____Demonstrates concept of gradation in a motor act

53

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I understand the concept of developmental sequence and its importance in planning my program.	○	○	○
2. I assess the physical development of my children and adapt materials and activities to their needs.	○	○	○
3. I understand the importance of physical development to the development of concepts and thinking skills.	○	○	○
4. I provide opportunities for gross motor activities, both indoor and outdoor, on a daily basis.	○	○	○
5. I understand the importance of the development of fine motor skills and provide ongoing activities in this area.	○	○	○

OBJECTIVES

1

To Provide Materials, Equipment and Activities That Foster Large Motor Skills at the Appropriate Level of the Children

Willie, a new boy at the day care center, came bouncing into school. Everything was new and exciting and so he had to investigate. First he explored the playground. He gave the swing a little push and it happened to hit Pamela on the head. Next, he explored the bathrooms and turned the sink on full force creating a minor flood. During his investigation of the classroom he accidentally knocked over two chairs, crunching the sea shells that Michele had lined up on the floor and toppling over Jill's block house. "Willie, please sit down," said Mrs. White, placing the glass juice pitcher on one of the higher shelves.

You may have a "Willie" in your class. What kinds of things has he or she done lately that disturbs your classroom?

Is Willie a behavior problem? Is he hyperactive? Is he emotionally disturbed? He is probably none of these. At four years old most children are full of energy and curiosity. They want to know about themselves and the world around them. Their best way of finding out is through movement.

0-3 Years

From the very beginning infants learn about themselves and their world through their own motor activity. The new baby can't tell the difference between his own body and what is outside his body. He doesn't know the difference between space and things or objects in space. He doesn't even know that objects continue to exist when he can't see them or touch them.

The baby does a lot of learning in his first two years. He learns to control his head, to sit, crawl, creep, stand, balance, walk, and climb. He learns that objects continue to be there even if he stops feeling them or watching them. He learns to use his feet for kicking, his arms for reaching, his hands for grasping.

By two years most children have just about mastered the art of walking and are ready to experiment. They stand on their tip-toes, walk sideways and backwards, step over barriers (a rock, a toy, a baby sister) roll down hills, and turn around in circles. Two year olds love to climb and jump but haven't learned to tell the difference between safe jumping places and dangerous ones. As a matter of fact, safety is a big concern now. The child is strong enough and agile enough to get into risky places, yet not experienced enough to know when to stop climbing or where not to jump.

The three year old is apt to be a bit more careful about himself. He might even be a little afraid of trying out new things. Once he is comfortable in a group, however, he becomes a great copy-cat. He loves to play follow-the-leader games, like arms up and down, or touch your head, touch your toes. A favorite game is turning around in circles until he's dizzy.

55

The three year old has also improved his jumping ability. Now he can jump over a plank, jump off the second stair, and walk sideways across a plank or a balance beam. He may try to hop but, is usually not too successful, though he does manage to stand on one foot for a few seconds. He can throw a ball using two hands, but it doesn't go very far or very straight. It seems, sometimes, that he enjoys throwing for the sake of throwing and isn't very concerned about where the ball happens to land.

What activities do you plan in your classroom that take advantage of a 3 year old's physical abilities?

_____

_____

_____

_____

_____

_____

4 Years

A "normal" four year old has many of the characteristics of the new boy, Willie. He is full of energy and curiosity. He has to move around, push, pull, tug, yank, slap, hit and throw. This continuous motion is not only his way of using up energy, but most important, it is his way of learning new things about himself and his world. When the teacher says, "Sit still," she is asking for the impossible. "Sit still and don't move" means the same thing to a four year old as "sit still and don't learn."

Movement for the four year old accomplishes three very important things. *First*, it gives him information about the things around him and their relationship to each other. He learns the meaning of high and low by reaching for the cookie on the top shelf. *Second*, it gives him new information about his body and the things he can do with it. He learns that he can balance on one foot, walk forward and backward across a plank or a balance beam, take a big jump forward and a small jump backward, throw a bean bag at a target, and catch a big ball by clasping it in his hands. *Third*, and most important, it provides opportunities for fun. In the process of playing games like follow-the-leader or monkey-see-monkey-do, the child discovers how to get along with children, how to put his energy to work, and how to satisfy his endless curiosity.

Give 3 reasons for including movement activities as part of your classroom routine.

1. _____
2. _____
3. _____

5 Years

In another year, when Willie turns five, he will be able to make his rounds of the playground and the classroom without creating so much havoc. He will be more coordinated, more agile, and have better balance. At five, he will be able to hop on one foot, balance on one hand and one foot, jump forward three feet or more, and even jump over a swinging rope, as long as it's moving slowly. His improved balance will show in other ways. He will kick a ball, turn while running, and might even be able to skip. Walking across a balance beam is no problem at all. He can walk forward half way, stop, and walk backward to the starting point. In general, he has become much better coordinated. He takes a step forward as he throws a ball. This means that the ball not only goes farther, but it has a much better chance of going where he wants it to. He catches a small ball away from his body without too many misses. As a matter of fact, he has now mastered all the basic motor skills and all he needs is practice.

As we trace the development of gross motor skills from infancy to five years old we recognize that there are many different skills that the child must achieve. Let us think about how these skills can be categorized.

1. *Balance*—(a) Static—Non-movement: standing, balancing, reaching while stationary.
   (b) Dynamic—Movement: running, walking, marching, etc.

2. *Coordination*—Climbing, tumbling, rhythmic movement, etc.
3. *Expressive Movement*—Movement that expresses mood, feeling, or concept.
4. *Integration*—Following directions or pulling together what you hear or see with what your body does.

In the space below, provide one example of a classroom activity for each category of gross motor development:

1. (a) Static Balance

(b) Dynamic Balance

2. Coordination

3. Expressive Movement

4. Integration

2

To Provide and Sequence Materials, Equipment and Activities to Develop Fine Motor Skills at the Appropriate Development Level of Children

When Willie's mother came to school at the end of Willie's first day, Mrs. White was bombarded with questions. Obviously, Mrs. White was concerned about her son. "Don't know what's the matter with that boy," she complained. "He can't write his name—can't do up a shoe lace—can't even cut out a picture from a magazine without cutting off the corners! He sure doesn't take after his sister. That girl of mine—she could thread a needle by the time she was five!"

As gently as possible Mrs. White explained that Willie's mother is expecting too much. Most children can't write their name, do up a shoelace or cut out a form before they are five years old. These are fine motor skills that involve the muscles of the wrist, the hand and the eye. Many of the activities that Willie will be exposed to in nursery school will help develop these fine motor skills, but we have to be patient and respect the developmental time table.

As a result of Willie's mother's concerns, Mrs. White decided to focus on fine motor skills at the

next open house meeting. Mrs. White thought of two ideas. Her first idea involved using the chalkboard to make four columns that looked like this.

Eye-Hand Coordination	Wrist Swivel	Finger & Thumb Opposition	Grasp

Then she placed eight activities on the table with a number beside each activity. She asked the parents to look at the activities and then place the activities by number on the correct columns on the chalkboard.

1. Turning a knob on a lock box
2. Using tweezers to move rice from one container to the next
3. Lacing beads
4. Wadding paper
5. Cutting out a circle
6. Using a sponge to take water from one bowl to the next
7. Pulling a zipper up and down on a dressing frame
8. Screwing on a bottle top

Mrs. White's next activity involved knowing the age that children can do the following skills which she listed on the chalkboard.

Help the parents by placing the appropriate age—3, 4, or 5 before each activity.

_____ Cutting a paper in half
_____ Tearing a piece of paper
_____ Drawing a circle
_____ Making a tower of eight blocks
_____ Drawing a square
_____ Tying a shoe
_____ Drawing a triangle
_____ Doing up a large button
_____ Copying their name
_____ Making a block bridge

In the space below, provide one example of a classroom activity for each of the categories of fine motor development.

1. Eye-hand

_____
_____
_____

2. Finger Dexterity

_____
_____
_____

3. Grasp

_____
_____
_____

4. Finger-Thumb Opposition

_____
_____
_____

5. Wrist Swivel

_____
_____
_____

3

To Recognize Ways in Which the Development of Motor Skills Can Promote Concept Development and to Put Such a Program Into Practice

From the moment of birth, the infant is alert to the regularities and the changes in his environment. He learns to recognize his mother as she approaches his crib, and he is quieted by the feeling of being held in her arms. A rattle is held in front of him and he clenches his fist as if to say, "I know that it's to shake."

58

The infant comes to know his environment, not through the language of words, but through the language of sense and feel. Psychologists say that the child is developing sensorimotor intelligence.

As we look at the gross and fine motor activities of the preschool child, we recognize that these activities play a critical role in the ongoing development of sensorimotor intelligence.

• • •

Let's look at the ways that motor activities enhance sensorimotor intelligence:

1. Provide opportunities for the development of physical knowledge. As children climb on play equipment, swing, slide, jump, and balance, they are constantly asking questions and testing limits.

- How high can I reach?
- How far can I jump?
- What will happen if I push the swing?
- Can I balance on the wall?
- Can I climb on the gate?
- If I slide on my tummy will I go faster or slower?

Neither the questions nor the answers are phrased in words, but the knowledge gained from each experiment is safely stored in memory—to be used over and over again.

2. Help children sort out information and place it in categories. Some of the categories that children form relate to objects and how they move.

- Do they move by themselves, by other people, or do other things make them move?
- Can they be carried, pushed, pulled, or rolled along?
- If you push them away, do they come back by themselves?

Other categories relate to their own actions and the effects of their own actions.

- What happens if I kick a football, a beach ball, a puddle of water, a pile of leaves, a tin can, a younger brother?
- What happens if I swing on the monkey bars, the tire swing, the gate at the playground?
- What happens if I roll a marble, a crayon, myself?

3. Help children develop an awareness of order in space and in time.

- If I want to come down the slide, what do I do first?
- When do I push on the pedals if I want my tricycle to move?
- What do I do with my legs if I want my swing to go faster?

4. Help children recognize the attributes and properties of objects.

- Is it easier to pull the wagon on the grass or on the pavement?
- Is it easier to push my friend in a box or in a wagon with wheels?
- Will my truck go down a big slope faster than it goes down a little slope?

As the child plays, he experiments, observes and records the results in his memory. Later, he will learn a formal language to describe the science that he knows.

59

CHALLENGES

1	**To Provide and Sequence Materials, Equipment and Activities to Develop Large Motor Skills at the Appropriate Developmental Level of the Children**	***Activity 1***	Complete the manual pages on gross motor development.
		Activity 2	Design and carry out two classroom activities, providing Think-Through Sheets and the appropriate documentation in the area of gross motor development.
2	**To Provide and Sequence Materials, Equipment and Activities to Develop Fine Motor Skills at the Appropriate Developmental Level of the Children**	***Activity 3***	Complete the manual pages on fine motor development.
		Activity 4	Design and carry out two classroom activities, providing Think-Through Sheets and the appropriate documentation in the area of fine motor development.
3	**To Recognize Ways in Which the Development of Motor Skills Can Promote Concept Development and to Put Such a Program into Practice**	***Activity 5***	Design and carry out three classroom activities, providing Think-Through Sheets and the appropriate documentation, on motor activities that help to develop thinking skills.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenge	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 55-57			
1	2	2 Think Through sheets on gross motor development			
2	3	Manual pp. 57-58			
2	4	2 Think Through sheets on fine motor development			
3	3	3 Think Through sheets on thinking skills			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

V

COGNITIVE DEVELOPMENT

OVERVIEW

DEFINITION

The candidate provides activities materials and experiences that encourage cognitive development appropriate to the developmental level of the children.

RATIONALE

Cognitive development refers to the growth of the child's ability to acquire, store, arrange, and rearrange information. As the child interacts with his environment old concepts (structures) are modified and new ones are created. It is through the process of cognition and the formation of concepts that children make sense out of their world. At each stage of cognitive development the foundation for the next stage is prepared.

The teacher's responsibility is to understand the sequence of cognitive growth, assess the general level of development, and provide activities and materials that meet and encourage the emerging abilities of the children.

OBJECTIVES

1

To recognize the order in which children learn sorting, ordering, number and relationship skills and to provide opportunities in the classroom for the development of these skills.

2

To provide children with a learning environment that encourages exploration, curiosity, deductive and inductive reasoning, hypothesis testing and divergent thinking.

3

To develop themes within the classroom that are meaningful to the children and that provide opportunities for concept development.

PRETEST

Directions: *Match the activity with the skill it fosters.*

____Inductive thinking ____Double classification ____Divergent thinking

1. Children are shown a broken egg shell. They are asked to describe how it might have been broken. Ask the children to think about lots of different ways.
2. Children are given items of different sizes and asked to try to fit each of the items one at a time into a pint container. At the end of the experiment, the children tell you why some items fit and others do not.
3. Children are given a set of shapes and asked to put the appropriate shape on the right place in the matrix.

Directions: *Here are some accounts of children's performance. Match the problem column on the right with the description on the left.*

1. Timothy counted to ten: 1, 2, 3, 6, 2, 1, 10
2. Tina was asked to pass out cookies. Miss Anton told her to be sure to give one cookie to each child. There were ten children and twelve cookies. Tina kept passing the cookies around until she had none left.
3. Miss Alice asked Fred to count to five. He counted, 1, 2, 3, 4, 5. Then she asked him to take off his shoe and count his toes. 1, 2, 3, 4, 5, 6, 7, 8, he counted proudly, touching his toes as he recited the number.
4. "How many crayons do you have, Judith?" asked Mr. Gillespie: (knowing full well she had six). "1, 2, 3, 4, 5, 6" Judith counted aloud, carefully touching a crayon as she recited a number. "I have lots of crayons, 3-5 and 6 crayons", Judith answered, matter of factly.

____Lacks one-to-one correspondence

____Unable to count by rote.

____Does not recognize that the answer to how many is the number reached in the count.

____Counts by rote but cannot count objects. (Does not recognize that each object gets one and only one count)

COGNITIVE DEVELOPMENT

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I observe the children in my class to assess their developmental level.	○	○	○
2. I provide children with a selection of activities that provides practice in sorting, ordering and pattern identification.	○	○	○
3. I provide children with a series of activities that provides practice in one-to-one correspondence, set matching, measurement, and number skills.	○	○	○
4. I provide children with materials and activities that encourage problem solving, and that provide opportunities for deductive and inductive thinking.	○	○	○
5. I can develop self-corrective learning materials appropriate for the developmental level of the children in my class.	○	○	○

66

OBJECTIVES

1

To Recognize the Order in Which Children Learn Sorting, Ordering, Number and Relationship Skills and to Provide Opportunities in the Classroom for the Development of These Skills

Mrs. White was taking the supervisor through the day care center. "We have three classroom rules that all our children follow," Mrs. White explained. "We play with one toy at a time. We finish what we begin and we put our toys back on shelves." At this point, Mrs. White turned the corner. There was Sammy half buried in a mound of toy parts and pieces leaning against a very empty shelf. Sammy didn't notice the intruders. He was making a pile of red puzzle pieces, red shapes, red tinker toy parts, red farm animals, red pegs and beads, and tossing everything not red somewhere out of his way.

Despite Mrs. White's embarrassment, Sammy was not out to make a mess of the classroom. On the contrary, he was very busy learning. Just before Mrs. White's appearance he had made a very important discovery. He had discovered, without being able to say it in words, that things that look different like toy cows, apple puzzles, and plastic triangles may have a common attribute like "redness."

Sorting

Sorting is the placement of objects or events in two or more categories. While Sammy was sorting the toys into red and non-red piles, at home Sammy's mother was doing another simple sorting task. She was doing the wash and placing the dark colors in one pile, the light colors in another and the things that needed handwashing in a third pile. Our adult world consists of many more complex forms of sorting. For example, when we get to know people we often think of them as being a certain type of person. We place them in one of the many categories we have made for people. We are then performing a complex type of sorting when we consider these people as friends, enemies, relatives, etc. There are many types of sorting which we do every day. We would like to teach children some of the most basic types of sorting, those usually done by children ages three to five.

Describe two kinds of sorting that you do every day.

1. _____
   _____
2. _____
   _____

Sorting-Developmental Sequence

At age three almost all children can separate objects which are all alike from objects which are different. For example, they could pick out all of the pencils from a pile of other objects, none of which is the same. This is a very simple form of sorting. At age three some children are also able to separate objects by color. A few three year olds can sort by simple shapes.

67

Describe two activities for three year olds that require sorting.

1. _____

2. _____

By age four children are capable of performing more complex sorting activities. Most four year olds can separate or sort objects by size. In other words they can put large objects into one pile, medium sized objects into another and small objects into a third pile. A few four year olds are capable of a more complex sorting activity called generic sorting. Generic sorting is when you refer to objects by a general rather than a specific name. An example would be when we refer to a ball as a toy, or a table as a piece of furniture.

Describe two activities for four year olds that involve complex sorting.

1. _____

2. _____

A little more difficult form of both types of sorting can be expected of a five year old. At this age most children can separate objects by weight and many can refer to pictures of objects by general names. There is also another sorting activity that a few more advanced five year olds can do. This is called double-classification sorting. This means that the child pays attention to more than one thing about the object when separating it into piles. For example, there might be four piles: large red objects, small red objects, large blue objects, and small blue objects. If you were asked to place an object into one of these piles you would have to be concerned with color and size.

Describe two activities for five year olds that require double classification sorting.

1. _____

2. _____

Ordering

Another problem-solving activity is ordering. Ordering is the placement of objects or events in sequence. Sammy ordered his toys by size. Sammy's mother does the same things with her dishes. When she stacks plates in a cabinet or on a counter she puts the largest plate on the bottom and the smallest plate on top. A harder form of ordering is when we schedule the events of a working day. We are then ordering by time. Ordering, like sorting, is something which we would like to teach children. This will help them become better problem solvers.

Take a minute to think of all the ORDERING activities you have in your classroom.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Ordering-Developmental Sequence

Almost all children at age three can do one of the simplest types of ordering. This is when they change the speed or volume of a game involving movement. For example, they can clap soft and clap loud or they can walk slowly and then quickly. There are many three year olds who can stack

blocks from largest to smallest. This is called ordering by size.

Four year olds are usually better at ordering than three year olds. They can usually copy or construct six to eight block staircases and a few four year olds can even copy more complex block designs.

- One of the simplest types of ordering can be demonstrated when a child changes the _____ or _____ of a game involving _____.
- Give an example of ordering by *size*.

_____

_____

_____

By five years most children can build staircases with 6-8 steps. If a step is left out they can insert it in the correct spot without starting over. They can also order objects from light to heavy, from narrow to wide or from light to dark.

Ordering-Extensions into the Classroom

There are many different ways in which children do ordering in all areas of the classroom. They should be encouraged in these activities.

When playing games, ordering can be practiced in many different ways. One familiar activity which is a good form of ordering is when children line up by height. A group activity that will help children teach children can also be done. This can be done by having the whole group do many of the ordering activities mentioned for individuals. For example, they can all clap soft and then loud, or they can play follow the leader.

What kinds of ORDERING activities do your children perform in the classroom?

_____

_____

_____

_____

_____

_____

Describe three classroom activities that teach ordering skills.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Relationships

As Sammy examined his red and his *not* red pile of toys to see which one was bigger, he was gaining new information about each of the piles. He was learning which one was the big pile and which was the little pile. Each pile now had a second attribute. It was not only red or *not* red. It was a little red pile or a big *not* red pile. Every time a child makes a new comparison or discovers a new relationship, he is gaining new information about the things around him, and making his world more meaningful. During the preschool period a child will discover many different kinds of relationships: relationships in space and in time, relationships between cause and effect, relationships based on number (numerical relationships) and relationships based on meaning.

69

Numerical Relationships

As Sammy examined his red pile and his *not* red pile he began a count down of the pieces. "One red", Sammy counted, as he placed a cow on top of the pile. "2, 3, 4," he continued as he placed three, four, and six pieces into the pile of reds. Did Sammy make a mistake with counting when he picked up a third cow and called it two? Not really. It's just that Sammy can say his numbers from one to ten, but he hasn't learned to count things. He knows that two comes after one, but he does not know that two is a symbol that stands for two things. Sammy will need a lot of experience with manipulating, comparing, and counting objects before he gains a real understanding of numbers.

Numerical Relationships-Developmental Sequence

Between two and three years old, the child first begins to learn about number and amount. He can tell the difference between one and many and begins to express this knowledge by using plurals when he talks about more than one thing. "Gimme cookie" becomes "gimmie cookies".

At three years old, most children have a good understanding of one and two. They will join in a finger play, putting up one finger and then two fingers. With practice and experience they will count up to three fingers or three objects.

The four year old recites his numbers up to ten, and counts objects up to four. He is ready to learn one-to-one correspondence. This means that he is ready to put down one new object for each object that is already down, one hat for each doll, or one driver for each truck. Because he is just learning this skill, he does it easily with objects that are familiar and go naturally together. It is easy for him to give one hat to each doll. It is harder for him to give one cantaloupe to each dragonfly.

The five year old can count at least up to 13, but only knows his numbers because of memorization. He does not understand number concepts beyond the number five and so his number experiences should be concerned with small numbers taught with concrete objects. By now he is able to match number sets, three elephants with three tigers, or three dots, two horses with two cows. If he has had an opportunity to learn them, he can name the numerals and put together sets of numerals up to five. If you put down the numeral 5, the five year old can place five beads next to it.

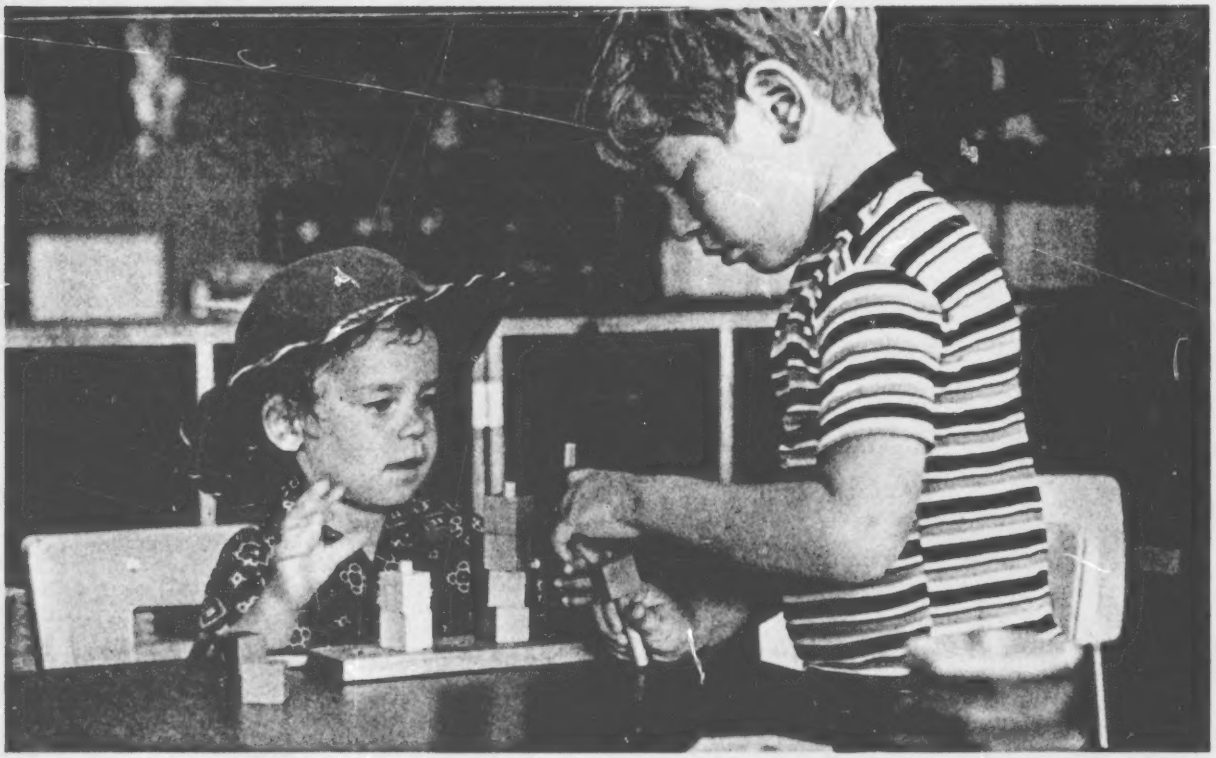
Describe three classroom activities that help a child learn numerical relationships.

1. _____
   _____
2. _____
   _____
3. _____
   _____

As the child grows older, he retains events in his memory for longer periods of time. He can then order time in relation to external events. The child learns that the day begins with breakfast time, after a while lunch time comes and that towards evening it is time for dinner.

By the time a child reaches three years of age his understanding of time has broadened. He now knows that *the day is broken up into certain periods* such as lunch time, juice time, and music time and understands when it's almost time for one of these activities. He *knows that winter and summer are different seasons* and that *things are different on holidays and weekends than they are on weekdays.* The three year old can *begin to plan and remember things over a length of time,* "I will go to the zoo tomorrow." "I went to the store yesterday." *He can also tell you how old he is* although his decision on how old another person is is related mainly to the size of that person. (The bigger he is the older he is. A tall teacher to the child is older than a short grandmother).

Four and five year olds pretend to look at clocks and tell time but their attempts are usually incorrect. They tell time in terms of things done. "I get up in the morning." "The afternoon comes after I eat lunch." "I go to bed at night." "We have Christmas in the winter." "I stay home from school on Sundays." However, to a four year old anything that happened in the past took place yesterday and anything that will take place in the future will happen tomorrow.



Most five year olds use present, past, and future tenses correctly most of the time. They know what hour they go to bed, what day it is, and they understand what is meant by yesterday and tomorrow.

Describe three classroom activities that help a child learn numerical relationships.

1. _____
   _____
2. _____
   _____
3. _____
   _____

Physical Relationships

Sammy is playing with two trucks, one is a red truck about 2" high and one is a blue truck about 4" high. Sammy calls the red truck, "the little truck." He races his trucks across the room and declares loudly, "the big truck won!" "I gots the big truck", his friend Violette shouts. She knocks down Sammy's blue truck with her dump truck. Sammy rescues his red truck without putting up an argument. It's just as well that he didn't. Violette understands big and small, but she is too young to understand that Sammy called the blue truck big because it was bigger than the red truck, even though it was smaller than her dump truck. As Violette and Sammy gain experience with words as well as objects they will learn to make comparisons and will discover many different kinds of spatial relationships that describe their physical world.

Physical Relationships-
Developmental Sequences

The three year old is beginning to learn that every object has certain features which describe it. Some of these features are important to the object and some can change without changing the object.

71

A person can change his hair color and still be the same person. If he becomes taller and heavier he is still a person but no longer a child. An apple can be green or red and still be an apple, but it can never be an orange.

The three year old loves taking things apart and putting them back together. By doing this he comes to understand how different parts can go together to make a whole. At this age playing with stacking toys, simple puzzle blocks and cars are favorite activities. If he has two sizes of things he will call one the big thing and one the small thing but cannot make comparisons and call one bigger or smaller than the other.

By four the child can choose the correct bottom half to go with the top half of pictures. He understands back, over, under, and knows the relationship of the rooms in his house to one another. He can tell how to get from one familiar place to another. For example, he knows how to get from his house to school. The four year old can recognize likenesses and differences, and he is beginning to be able to make some comparisons. He is starting to understand the concepts of size (and to be able to use bigger and smaller) and of weight.

The five year old becomes increasingly better at comparisons and relationships. He can look at a picture and tell if something is missing, and cut a picture into parts and put it back together. He can identify the biggest, longest, and smallest of 3 or 4 things and will be able to tell you which thing is the middle and which is on top or in front.

The child is now aware of several different ways that objects can relate to each other. He can put together objects that belong in the bedroom, the kitchen or the livingroom. He can associate a worker with the tools he uses, an animal with its house, and a mother animal with her baby. He can solve simple picture problems.

Describe 3 classroom activities that help a child learn about physical relationships.

1. _____
   _____
2. _____
   _____
3. _____
   _____

2

To Provide Children with a Learning Environment that Encourages Exploration, Curiosity, Deductive and Inductive Reasoning, Hypothesis Testing and Divergent Thinking

As we consider the development of thinking skills, it is useful to think about the child as an "information processing machine." He takes in information through his senses, manipulates and transforms it in his mind, and then acts on the information in some way. Perhaps he stores it in his memory or perhaps he does something with it like performing a motor act, making a statement or drawing a picture. But we don't want to push the machine analogy too far. The child is not a passive receiver of information. The child actively seeks out information, exploring new toys and new environments. Nothing is more difficult for a child to do than to do nothing at all.

In an environment that encourages the development of thinking skills, the teacher fosters curiosity, provides a variety of new experiences, offers opportunities for problem solving, encourages children to find novel solutions and develop new ideas.

Foster Curiosity

How can we foster curiosity so that young children will explore, ask questions, make educated guesses?

Model Curiosity

Matthew, a four year old Head Start child, asked his teacher, Mrs. Johnston, if plants can walk. Mrs. Johnson, after a long and difficult day, responded by saying, "Don't be silly. You know that plants can't walk. Now sit down and do your work."

Mrs. Harrison, a teacher, confronted with the same situation, said, "Well, I've heard that leaves

can move, and will turn toward the light. I wonder if my plant can move too?"

Which response do you feel is preferable? Why?

_____

_____

_____

_____

_____

Reinforce Curiosity

Reward the children's natural curiosity by responding to it.

What are some of the questions that preschool children typically ask in the science corner? In the art area?

_____

_____

_____

_____

Materials

Set up activities that encourage questioning and hypothesis development.

Indicate three activities you have recently used that elicited questions from your children.

1. _____
2. _____
3. _____

Provide New Information and Experiences

How can we create an environment that will provide the child with new information in a form that is meaningful?

1. *Variety of Materials:* Provide a variety of materials that appeals to different senses. A good classroom will contain interesting things to touch, taste, smell, as well as to look at and listen to.

In the space below, list things that aren't ordinarily considered classroom materials, but that can be used to stimulate the senses in a classroom situation. (Remember that snack time can be made interesting too.)

_____

_____

_____

_____

2. *Selection of Materials:* Don't put all your materials out at once. Although many teachers think that "more is better", the truth is that most children simply can't handle the choice and "sensory overload" created by this abundance.

When choosing materials for display and use, be guided by the number of children using the area at one time, size of storage facilities, and the need to satisfy the range of abilities of the children in the class. Also, remember to rotate the toys and materials periodically.

3. *Reinforcement:* Reinforce children who observe and explore the items you introduce. Use praise, ask questions that provoke thought, and answer all questions that children ask.

Solving Problems

How can we create an environment that will provide the child with new information in a form that is meaningful and useable? Information makes sense to a child when he can associate it with something he already knows, place it in a category, place it in order in space or in time, and/or discover the ways in which the new and the old are related.

1. *Deductive and Inductive Thinking:* Encourage children to think both deductively and inductively.

Deductive thinking involves reasoning from the rule to the new example (Ice melts if it is left in a hot room. What will happen if you take the ice cream out of the refrigerator?)

Inductive thinking involves discovering what the rule is after seeing the examples. (Children discover that plants need water when the plants that are not watered wither.)

2. *Divergent Thinking:* Provide opportunities to think in creative or divergent ways.

You are going to be observed by your director next Monday morning. Since you have recently taken a series of workshops on encouraging creativity, you are eager to put into practice what you have learned. *In the space below, list the activities, of a creative nature, that you will provide for the children in the major areas of your classroom.*

Area 1. _____

_____

Area 2. _____

_____

Area 3. _____

_____

Area 4. _____

_____

3. *Demonstrating New Discoveries:* How can we provide children with opportunities to use their new discoveries in a way that is meaningful to them?

a. Manipulation of Materials—Provide an environment where the children are permitted, even encouraged, to actively manipulate a variety of materials. (With few exceptions, children should be allowed to touch the things that are in reach.)

Make a list of things, within the reach of the children in your class, that they are not allowed to touch. Think of the use of each item on your list. Consider a way to manage your classroom by either removing these items from the children's reach or allowing the children to use them.

_____

_____

_____

_____

_____

b. Self-Correcting Materials—Provide self-correcting materials whenever possible.

Complete the following list of materials in your room that help the children to know when they have solved a problem.

variable sized pegs _____

graduated stacking toys _____

_____

_____

_____

_____

74

3

To Develop a Theme within the Classroom that is Meaningful to the Children and Provides Opportunities for Concept Development

The more familiar we are with a particular concept or area of knowledge the harder it is for us to recognize how much a young child must learn. Think about all the questions a small child might ask around a simple trip to the super market.

Why do we need money to go to the supermarket?
Where did the money come from?
How do we get more money when that money is used up?
How do we decide what to buy at the supermarket?
Do we decide before we go to the market what we need?
How do we know what we need?
Do we need to buy more when we run out of something?
Do we decide what we want for dinner and put the items we don't have on the list?
Do we always buy the things on our shopping list? Why not?
Do we sometimes buy things that are not on the shopping list? Why?
When we go into the store, how do we know where to find the things on our list?
What kinds of things do we find in the produce section, the meat section, the dairy section, etc.?
Why is some food put on ice or in the refrigerator?
What kind of food is put in bins?
How should we pick out our grocery cart?
What does mother mean when she says "No, we can't buy candy. It's bad for our teeth?"
What does mother mean when she says "We can't buy that. It is beginning to spoil." or "It is too expensive." or "It is not fresh enough." or "It is not a good buy?"
Why do we give the cashier money?
What does she do with it?
What does she do with the coupons?
Why does she give us money back?
Why does she give us green stamps?
Why does she put the food in bags?
Why do we put some food in the refrigerator, some in the freezer compartment and some on the shelves?

As we realize how much a child can learn about everyday events, we recognize that the curriculum for preschool social studies is and should be at our fingertips. The young child lives in the here and the now. He must become familiar with the aspects of living he confronts on a daily basis before he can learn about things that are remote in either space or time.

75

CHALLENGES

1	**To Describe the Order in Which Children Learn Sorting, Ordering, Number and Relationship or Pattern Identification Skills, and Provide Opportunities in the Classroom for the Development of These Skills**	***Activity 1***	Complete Manual pp. 67-72
		Activity 2	Design and carry out one activity to foster the skill of counting.
		Activity 3	Design and carry out one activity to foster the skill of recognizing physical relationships.
		Activity 4	Design and carry out one activity to foster the skill of sorting.
		Activity 5	Design and carry out one activity to foster the skill of ordering.
2	**To Provide Children With a Learning Environment that Encourages Exploration, Curiosity, Deductive and Inductive Reasoning, Hypothesis Testing and Divergent Thinking**	***Activity 6***	Complete Manual pp. 72-74
		Activity 7	Design and carry out one activity to develop hypothesis testing.
		Activity 8	Design and carry out one activity to develop inductive reasoning.
		Activity 9	Design and carry out one activity to develop divergent thinking. *Remember to include a Think-Through Sheet and the appropriate documentation for each activity.
3	**To Develop Themes within the Classroom That Are Meaningful to the Children and That Provide Opportunities for Concept Development**	***Activity 10***	Complete Manual p. 75
		Activity 11	Make a list of 10 themes that can be used to develop a curriculum for preschool children.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 67-72			
	2	1 activity on counting			
	3	1 activity on relationships			
	4	1 activity on sorting			
	5	1 activity on ordering			
2	6	Manual pp. 72-74			
	7	1 activity on hypothesis testing			
	8	1 activity on inductive reasoning			
	9	1 activity on divergent thinking			
3	10	Manual p. 75			
	11	List of 10 themes			

77

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

VI
LANGUAGE DEVELOPMENT

OVERVIEW

DEFINITION

The trainee provides the children with many opportunities to learn language and to use language to communicate their own ideas and feelings, and to understand the ideas and feelings of others.

RATIONALE

Language is a uniquely human accomplishment. It is the basis of thinking and communication. It is the way we can receive the accumulated wisdom of mankind and the way we can communicate with people remote in space and time. We think about school as the time when children learn reading, writing and arithmetic. We can think about preschool as the time when children develop the language skills underlying these school related achievements.

OBJECTIVES

1

To recognize that the basis of language is real world experience and associate language objectives with all of the other activities that take place within the classroom.

2

To model good language and listening skills, encouraging communication and accepting non-standard English.

3

To provide a variety of activities that develop receptive language skills.

4

To provide a variety of activities to encourage expressive language skills.

PRETEST

Directions: *Match the following sentences with the type of error that the child makes.*

1. I eated my breakfast.
2. I'm gonna git you.
3. The guest was seated by the usher.
4. The boy he ran out.
5. When you going out?
6. Why you aren't going out?

____Omitted the auxiliary
____Mispronunciation
____Wrong word order
____Ambiguous
____Redundant
____"Over-generalization" of past tense rule

Directions: *Which of the following sentences are true?*

_____ 1. It is a good idea to correct a four year old's grammar.

_____ 2. The best way to teach a child to use language correctly is to provide the child with good language models.

_____ 3. Children who cannot pronounce all sounds by the time they are four years old should be referred to speech therapy.

_____ 4. The best way to handle stuttering is to ignore the stuttering and listen carefully and patiently when the child speaks to you.

_____ 5. Children should be encouraged to ask questions.

_____ 6. There is no relationship between imaginative play and language development.

_____ 7. Children should never be made to feel that the language spoken in their home is in any way inferior.

Directions: *Match the words with their definitions.*

1. Function
2. Vocabulary
3. Receptive language
4. Discourse

____The words the speaker uses to represent real world objects, actions, and relationships.

____The different uses of language.

____Carrying on a conversation.

____The understanding of language.

81

SELF-ASSESSMENT

Indicate how you feel about your skill and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I can serve as a good speech model for my class.	○	○	○
2. I can provide a rich experimental base for the development of language.	○	○	○
3. I can develop a variety of activities to help children develop receptive language skills.	○	○	○
4. I can provide opportunities for expressive language development so that children can use language to serve a variety of functions.	○	○	○

OBJECTIVES

1

To Recognize that the Basis of Language Is Real World Experience and Associate Language Objectives with the Other Activities that Take Place Within the Classroom

When Mrs. Warner invited the firemen to come to her center she was providing the children with an important language experience. Children cannot talk about things unless they experience them and the more direct experiences that children have the more they have to talk about.

Even simple nouns and adjectives that children use in everyday language have a meaning base in real experience. The child cannot know the meaning of soft unless he has experienced both hard and soft. He cannot know the meaning of smooth unless he experiences both rough and smooth. Every interest center in the classroom provides the child with real world experiences that are the basis of language development. Even the bus ride to school provides a base of experience which fosters language development.

List 20 vocabulary words that can be developed on a bus ride to school.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2

To Model Good Language and Listening Skills, Encouraging Communication and Accepting Non-Standard English

Mrs. Greene was tired of picking up after Jimmy and decided to talk to him about it. Here is her conversation:

"This is the last time I am going to tell you to put that darn lunch box of yours on the shelf. How come you can't listen, boy? You think you are some special character or something? In my class ain't no kid that gets treated no different from anybody else. Maybe your mama picks up after you at home but, you're in my classroom now and that means that you got to do just like everybody else. Okay, boy?"

Jimmy looked up at Mrs. Greene politely, but did not pick up his lunch box.

Why wasn't her talk more successful?

1. _____
2. _____
3. _____
4. _____

83

Now—give Mrs. Greene some helpful hints about talking with children.

1. Always speak in short but_____ _____ ____.
2. Use words that _____ _____ _____.
3. Give only _____ direction at a time.
4. Do not use _____ _____ _____. _____.

Underline the best five sentences.

The boat that we saw by the harbour the other day.

The turtle would like to have some food.

I see a fuzzy animal hiding in the cage.

The girl was not going out cause she saw so many mosquitoes that she was afraid that she might get all bitten up which would make her sad.

Guess how many appies I have in my bag.

I don't want no more talking in this class.

Tomorrow we are going to have a special treat.

Climb off the chair so you won't fall.

3

To Provide a Variety of Activities That Develop Receptive Language Skills

"You know," Mrs. Kirk explained, "Johnnie don't talk. He's a bright boy, but he don't talk." Johnnie's mother didn't do much talking either—and no matter how hard Mrs. Bartley tried, she could not get any more information from Mrs. Kirk.

"Johnnie," Mrs. Bartley suggested, "would you like to come and sit in the circle with the other children?"

Johnnie said, "uh," and followed Mrs. Bartley to the circle.

It was a busy morning and Mrs. Bartley didn't have a lot of time to spend with Johnnie. Except for the fact that Johnnie didn't talk, he seemed to get along fine with the rest of the children. He joined in a game of kick and chase the ball on the playground. He helped create a giant sand castle in the beach corner. He took his turn with easel painting as if he had been in school for a long time. At snack time, he had problems opening his milk carton. "Would you like some help?" Mrs. Bartley asked. "Uh," said Johnnie, holding up the container. At story time Johnnie worked his way up to the front of the class. He looked at the pictures as she read the story of Peter Rabbit, and looked quite concerned when Peter got himself stuck in the briar patch.

"Would you like to bring your painting home to Mommy?" Mrs. Bartley asked Johnnie at dismissal time.

"Uh," said Johnnie, and ran to his cubby to gather up his paper.

Which statement is true about Johnnie?

____Johnnie is retarded.

____Johnnie is a bright boy but is retarded in language development.

84

____Johnnie's language output is minimal but his receptive language is age appropriate.

____Johnnie has an emotional problem.

As we realize from the story of Johnnie, the amount of words a child says does not necessarily reflect the amount of language he knows. Some children seem to be uneven in language development. Although they are slow about speaking, they attend to spoken language and are able to understand what they hear.

Fortunately, children with normal hearing who understand language are almost certain to learn speech. Therefore, the critical role of the teacher in encouraging language development is to provide children with opportunities to hear language spoken in a meaningful context.

Describe three language games that a teacher can play with the children that will give them practice in interpreting the language they hear.

A game of language lotto in which _____

_____

_____

_____

A mystery box game in which _____

_____

_____

_____

A treasure hunt in which _____

_____

_____

_____

In addition to playing language games, a teacher can give children practice in receptive language by:

Playing a record in which _____

_____

Speaking to the children in _____

_____

_____

Reading a book to _____

_____

_____

_____

_____

4

To Provide a Variety of Experiences to Encourage Expressive Language Skills

Mrs. Greene, a day care center teacher, took your advice and developed some creative experiences to improve the receptive language skills of her children. Her efforts paid off. The children were improving in their ability to interpret language. Still, they were not doing much talking. "Their expressive skills are low," insisted the teacher. .

Mrs. Greene decided to improve the situation. She sat all the children in a circle and bombarded them with questions. Her efforts were a dismal failure. The children were not interested in her questions and spent the entire half hour bickering about who was going to sit next to whom.

Mrs. Greene needs your help.

1. Describe one activity that will give children practice in asking a question.

_____

_____

2. Describe one activity that will give children practice in providing information.

_____

_____

3. Describe one activity that will help children tell a story.

_____

_____

85

CHALLENGES

1	**To Recognize That the Basis of Language Is Real World Experience and Associate Language Objectives with All of the Other Activities that Take Place in the Classroom**	***Activity 1***	Complete the manual pages associated with objective one.
		Activity 2	Demonstrate to an observer one activity in each of the three interest centers in your classroom that provides an experience base for language development.
2	**To Model Good Language and Listening Skills, Encouraging Communication and Accepting Non-Standard English**	***Activity 3***	Complete the manual pages associated with objective two.
		Activity 4	Demonstrate to an observer your use of circle time as an opportunity to model good language and listening skills and encourage communication.
3	**To Provide a Variety of Activities That Develop Receptive Language Skills**	***Activity 5***	Complete the manual pages associated with objective three.
		Activity 6	Design and carry out two classroom activities to promote receptive language. Provide Think-Through sheets and appropriate documentation.
4	**To Provide a Variety of Activities to Encourage Expressive Language Skills**	***Activity 7***	Complete the manual pages associated with objective four.
		Activity 8	Design and carry out two classroom activities to encourage expressive language. Provide Think-Through sheets and appropriate documentation.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 83			
	2	Describe five concepts you expect children to learn.			
2	3	Manual p. 83			
	4	Demonstrate language modelling.			
3	5	Manual p. 84			
	6	Provide evidence of three activities that promote expressive language.			
4	7	Manual p. 85			
	8	Provide evidence of activities: a. Sequence b. Use of action words c. Give direction d. Ask questions			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

VII

PRE-READING SKILLS

OVERVIEW

DEFINITION

The trainee helps children develop the prerequisite skills for reading and writing.

RATIONALE

In the last unit we looked at ways in which children develop receptive and expressive language skills. In this unit we look at ways in which we can give children an appreciation of language and prepare them for reading and writing. Our goal is not to teach children to read and write but to provide a solid base of readiness skills. Once children develop this readiness base, reading and writing will come in due time.

OBJECTIVES

1

To help children develop listening skills through exposure to stories, poems, finger plays, and records.

2

To help children develop pre-reading skills including auditory-visual integration.

PRETEST

Directions: *Match the following skills with their definitions.*

1. sound blending	____recognizing same and different with visual stimuli
3. visual discrimination	____how well you see
3. auditory sequencing	____ability to interpret what you hear
4. integration	____ability to put sounds together to make a word
5. auditory discrimination	____ability to repeat sounds in the right order
6. auditory perception	____ability to put together information from 2 different senses
7. visual acuity	____recognizing the same and different with auditory stimuli

Directions: *Besides selecting the appropriate book, name three other things that are important in reading to children.*

1. _____
2. _____
3. _____

91

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate column.

	Very Strong	Satis-factory	Need Improvement
1. I can select appropriate stories for children 3, 4, and 5.	○	○	○
2. I can read stories in a variety of creative ways that hold the children's interest.	○	○	○
3. I can integrate story-telling into the classroom curriculum and home experience.	○	○	○
4. I can provide appropriate activities for visual perception.	○	○	○
5. I can provide appropriate activities for audio-visual integration.	○	○	○

92

OBJECTIVES

1

To Help Children Develop Listening and Expressive Skills Through Exposure to Stories, Poems, Finger Plays, and Records

"My son won't listen to stories," Mr. Darrell complained. "I have the most beautiful collection of fairy tales—a whole big volume—and he shows no interest at all. The only thing he wants to do is look at the pictures."

"I'm not surprised that he enjoys the pictures," Mrs. White commented. "All the children at school love pictures. I always try to choose stories that have interesting pictures to go with every page. I've even learned to read upside down so that the children can look at the pictures while I read."

"Sounds to me as if they're wasting time with the pictures instead of reading the story. You know what's going to happen? When they get to school they'll be guessing what it says from the pictures instead of reading the words."

"It's true that some children are quite talented at picture interpretation. It's one of the skills children develop as they simultaneously listen to words and look at pictures and the wonderful thing about it is that children who read pictures really do feel as if they are reading."

"Sounds as if we're teaching children to become pretend readers."

"I guess you could say that. And you can also be sure that children who enjoy pretend reading will also enjoy real reading, especially if we introduce books that are meaningful for them."

"What do you mean by meaningful?"

"I think of a book as meaningful if the children can relate to the characters and develop feeling for them. Our group has certain books they really love—animal stories of all kinds, Dr. Seuss books, The Madeline books, Peter Rabbit books, Paddington Bear Series. Oh, I could go on and on."

"I know you could do that all right, but you still haven't answered my question. Why doesn't my son enjoy reading?"

On the following lines give 5 suggestions to Mr. Darrell that will increase his son's interest in books.

1. _____
2. _____
3. _____
4. _____
5. _____

Reading Stories

Reading stories to children can be the highlight of the day for both the teacher and the children or it can be a complete disaster for everyone.

In order to make story reading a good experience we have to give serious thought to our aspects of story telling.

- Selection of books
- Selection of a reading setting
- Appropriate ways of reading to children
- Appropriate ways of integrating the stories with the classroom curriculum and the child's home experiences

Selection of Books

We could begin this section by giving you a list of the best books for young children. It would have two problems. In the first place, what's right for most children may not be right for your

93

children. In the second place, the list of best books today may not be tomorrow's best list.

The solution, of course, is for you to develop your own criteria for selecting books to read to your class.

Begin by listing the 10 books that the children in your class enjoy most.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Read the books to the children and answer these questions.

1. How many of the books have a story line?
2. What illustrations in the books do the children enjoy?
3. What are the kinds of things that make the children laugh?
4. What are the parts of the stories that the children want repeated?
5. What parts of the stories encourage the children to ask questions or make comments?
6. How long are the books the children enjoy?
7. Who are their favorite characters?

Now you are ready to develop your own selection criteria.

Appropriate themes are:

_____

_____

_____

A good length is between

_____

The story line should be

_____

_____

The illustrations should

_____

_____

The characters

_____

_____

Humor should

_____

_____

_____

2

To Help Children Develop Pre-Reading Skills Including Auditory-Visual Integration

Mrs. Davis was feeling a bit nervous. Darren's mother, Mrs. Smith, was coming in for a parent conference, and according to the grapevine, she was one of those real pushy mothers. Mrs. Davis was just getting together some of Darren's best finger paintings when Mrs. Smith came bouncing into the room. "How are things going with my Darren?", Mrs. Smith querried, as she sat herself down in a chair. "Oh, Darren is doing very nicely," Mrs. Davis insisted. "I have some lovely finger paintings here that he has been doing." "Very nice," Mrs. Smith commented, as she pushed them aside, "but I'd like to see his work. How is his reading and writing coming along?"

Like many pre-school mothers, Mrs. Smith felt that the purpose of a Head Start class was to teach her children to read. She felt that reading was

94

important for success in school, and the sooner her son learned to read the better off he would be. The best Head Start class, according to this thinking, is the class that puts most of its efforts into the teaching of reading.

Unfortunately for Darren and for Mrs. Davis, Mrs. Smith isn't very sophisticated about either children or the reading task. She doesn't realize that children don't learn very well when they are pushed into an activity before they are ready or interested. Nor does she realize that many of the activities that go on in a pre-school with no formal reading program actually help children learn to read. A good Head Start program, for instance, prepares a child for reading by building up his confidence in himself as a learner so that he expects success. It helps a child learn to pay attention, and to stay with a task until it's completed. It increases a child's understanding of language, and expands his knowledge base. It exposes him to books and to stories so that he recognizes the value of reading. More specifically, it helps him develop a set of skills that are related to reading success. These skills include auditory perception, visual perception, and integration.

Here is a lesson plan taken from a pre-school classroom. Underline those activities that prepare a child for reading.

CIRCLE TIME: Introduce flannel board Willie the Weather Man. Ask children to name the article of clothes Willie wears on his feet in rainy weather. Give each child a chance to dress Willie.

SMALL GROUP ACTIVITIES:

Group I—Follow the "beader". Two children string beads back-to-back. The "beader" tells the other child what color bead to string. Children try to complete the activity with matching necklaces.

Group II—Work with shape puzzles.

Group III—Listen to taped story of Winter Bear.

Group IV—Sequence the photos from the field trip to the Weather Station.

LARGE GROUP ACTIVITIES:

Rhythm Band: Rain drops are falling. Let each child select an instrument. March around the circle playing rhythm instruments.

Finger Play: Eeensy Beensy Spider.

Snack Time: Use beginning sounds of children's names in passing out cookies. This cookie is for someone whose name begins with a "B" sound.

Free Play: In housekeeping corner.

Sun Beam Game: Pull down shades. Let children lie on their back on the carpet. Using flashlight direct a beam of light across the ceiling. See if the children can tell you when the light makes a circle.

Story Time: Read "Cat in the Hat"

Dismissal

Visual Perception

Darren was sitting in a circle with his friends trying very hard to listen to Mrs. Davis. Mrs. Davis was pulling things out of a bag. "And what is this?" she asked, holding a plastic apple up by the core. "It is an apple," Darren's friends answered in chorus. "And what is this?" Mrs. Davis repeated holding another apple upside down. "It is an apple," Darren's friends repeated again in chorus. Mrs. Davis reached into the bag a third time. Darren watched as she held up a p----- upside down. "And what is this?" Mrs. Davis asked. Darren got very brave. "It is a P", he answered. "No, Darren", said Mrs. Davis, "It is a b."

Before a child can learn to read he must develop good visual perception. Reading involves the identification of letters and words. To identify letters the child must see the difference between letters like 'b' and 'd', or 'p' and 'q'. The child must see that a 'b' is not a turned abound 'd', but a completely different letter. To identify words the child must recognize that the words 'tar' and 'rat' have different meanings even though they are made from the same letters.

During the pre-school years the child's perceptions become more differentiated, that is the child becomes better at telling things apart. By three years of age the child is able to distinguish

color and shape. Between three and four years of age the child begins to pay attention to the parts of an object as well as the whole object. By five years of age the child is ready to attend to details within a picture. Many children at five years of age are interested in letters. A few are ready to read.

Visual perception is: _____

_____

_____

_____

Activities that help develop visual perception are:

1. _____
2. _____
3. _____

Auditory Perception

Auditory perception is another important pre-reading skill. A child must be a good and very careful listener. He must be able to hear a sound and tell which direction it is coming from. He must be able to tell the differences between many similar sounds, patterns, and rhythms. It is usually hard for a pre-school child to recognize when one sound ends and a new one begins or when a word ends and a new word begins. Anyone who has tried to learn a foreign language knows that when it is spoken rapidly it is much more difficult to understand than when it is spoken very slowly.

The development of auditory perception is a step by step process. In a matter of three short years the child progresses from identifying like sounds to recognizing words with like and different beginning sounds. At three years of age most children can match two sounds that are alike. Between three and four years of age most children can point in the direction of the sound or to the object that made the sound. Around four the child is able to copy a simple beat. By the time the child is five, if he has had enough language experience, he will be able to match rhyming words and will begin to recognize words with like and different beginning sounds. Most five year olds are ready to learn to blend and separate words. (For example, a ba-na-na = banana, ta-ble = table.) The five year old child can play games with the teacher involving blending and separating and will listen more carefully to the sounds of words. Playing games with language will help the child have an easier time learning to read. Providing the child with varied listening experiences is extremely important for the development of pre-reading skills.

Auditory perception is: _____

_____

Activities that promote auditory perception are:

1. _____

_____

2. _____

_____

3. _____

_____

Auditory perception is a very important pre-reading skill.

A child must be able to:

1. _____
2. _____

He must also be a _____ and very

_____.

CHALLENGES

1	**To Help Children Develop Listening Skills Through Exposure to Stories, Poems, Finger Plays, and Records**	***Activity 1***	Complete Manual pp. 93-94
		Activity 2	Read two books to your class that you have chosen on the basis of your criteria. Describe the children's reaction to the books. Did they express any emotions? What comments did they make? What questions did they ask?
2	**To Help Children Develop Pre-Reading Skills Including Auditory-Visual Integration**	***Activity 3***	Complete Manual pp. 94-96
		Activity 4	Design and carry out 2 activities in which you integrate story reading with other classroom activities.
		Activity 5	Design and carry out 2 activities to help develop auditory perception.
		Activity 6	Design and carry out 2 activities to help visual perception.
			*Remember to include a think-through sheet and the appropriate documentation for each activity.

97

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 93-94			
	2	Reactions of children to 2 books.			
2	3	Manual pp. 94-96			
	4	2 integration activities.			
	5	2 auditory perception activities			
	6	2 visual perception activities.			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

VIII
CREATIVITY

OBJECTIVES

DEFINITION

Trainee provides a variety of experiences and media that stimulate children to explore and express their creative abilities.

This unit focuses on providing opportunities for children to exercise their creative abilities, to appreciate the creativity of others, and to explore and experiment with a variety of media, not only through art, music and dramatic activities, but in all aspects of the program.

RATIONALE

Creativity means many things and each of us has his own definition. For some it means artistic talent, for others the passion to....

-produce the original
-discover joy
-seek out the unusual
-solve problems
-appreciate beauty
-mold a product that is unique—or beautiful—or inspiring

But whatever our definition, all of us recognize that creativity is a highly desirable characteristic that we want to encourage in children. The child who is considered highly creative is treasured in the home and in school. The bright child learns whatever we teach, but the highly creative child goes beyond our teaching and makes discoveries on his own.

Creativity and talent are not the same thing. Talent is the ability to perform easily and well in a particular area. Creativity is a more generalized trait that enables the individual to find new ways of arranging materials, asking questions or solving problems. It is up to the teacher to structure an environment that nurtures and supports the child's innate creative spark.

OBJECTIVES

1
To use a variety of teaching techniques to encourage children to think creatively.

2
To provide the children with materials and experiences that enhance their appreciation of beauty.

3
To provide activities and materials that encourage creative endeavors in music, art, movement, imaginative play, story telling and construction.

PRETEST

(It is appropriate for us to give you a "creative" pre-test.)

Directions: *For each letter in creative—complete the sentence describing a teacher behavior or activity that encourages creativity in the classroom. We'll do the first one.*

1. **Chooses** materials for the children that can be combined and recombined in a variety of interesting ways.
2. **Recognizes** _____
3. **Encourages** _____
4. **Accepts** _____
5. **Tries out** _____
6. **Invites** _____
7. **Values** _____
8. **Every** _____

103

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I use techniques that foster divergent thinking, and encourage children to explore new ideas and produce original work.	○	○	○
2. I provide opportunities for children to experience beautiful music, poetry, literature and works of art.	○	○	○
3. I provide opportunities for children to appreciate the beauty in their natural surroundings.	○	○	○
4. I provide daily opportunities for children to create artistic products.	○	○	○
5. I provide daily opportunities for children to participate in music and movement.	○	○	○
6. I provide daily opportunities for children to create with words.	○	○	○
7. I provide daily opportunities for children to construct original products.	○	○	○
8. I provide daily opportunities for children to participate in imaginative play.	○	○	○

OBJECTIVES

1

To Use a Variety of Teaching Techniques to Encourage Children to Think Creatively

Jimmy's teacher was talking to the class about the need to be quiet during lunch time. She explained to the class that the other teachers in the lunch room had complained about their class being very loud talkers. She asked the class to suggest ways of solving the problem. "I know," said Jimmy, waving his hand. "We'll buy big bundles of cotton and stuff it in the teachers' ears."

Here are three ways Jimmy's teacher might have responded to his suggestion:

1. Jimmy, don't be silly.
2. Jimmy, please remember your manners.
3. Jimmy, that is a clever idea, but I am not sure it would work. Teachers don't like cotton in their ears. Can you think of another idea?

If her goal is to encourage creativity, which answer should Jimmy's teacher select? Why?

The teacher who encourages children to make suggestions and express their ideas has found an important way of encouraging creativity. Other teaching strategies that encourage creativity include:

1. Asking questions that have many possible answers.
2. Giving children answers and encouraging them to think up questions to go with them.
3. Showing children photos and asking them to decide what happened before the picture was taken, and what will happen afterwards.

List three additional strategies to encourage creativity.

1. _____
2. _____
3. _____

2

To Provide Children with Experiences that Encourage an Appreciation of Beauty

One way to encourage creativity is to use teaching strategies that encourage children to develop their own ideas, and to think about things in a new way. A second way to encourage creativity is to help children develop an appreciation for the creative products of others. This doesn't mean that we should take children on a field trip to a museum of modern art, or expose them to a simulcast of a Wagnerian opera. It does mean that we should introduce children to works of art and other creative products in a way and at a level that is meaningful. With a little ingenuity, the classroom teacher can find ways of exposing children to artistic experiences that they will enjoy and remember.

Mr. Warner decided that he wanted to introduce "culture" into his classroom. First he brought in a record of Beethoven's Ninth Symphony. The children squirmed, whispered and bickered with each other during the entire listening experience. Bothered, but not ready to give up, he brought in his best edition of Masterpieces of the Centuries. Except for a round of giggles when they caught sight of a nude, the children showed absolutely no interest. In a final attempt to educate their taste, Mr. Warner read them a beautiful collection of verses taken from Shakespeare's comedies. Again, his class was completely turned off.

Mr. Warner needs a consultation. Help him find a way of helping the children enjoy:

A piece of classical music _____

105

A fine painting _____

_____

A piece of poetry _____

_____

3

To Provide Activities and Materials that Encourage Creative Production in Music, Art, Movement, Imaginative Play, Story Telling and Construction

Mrs. Smith had been watching her son paint a picture. "And what is that?" she asked, looking at a grand blotch of red and black paint. "It's a painting," Johnnie answered proudly. "But what's it a painting of?" Johnnie's mother persisted. "It's about red and it's got black. It needs more black here—like that," Johnnie explained. "More black? You'll just make a mess. I'm glad that you're not doing this at home."

After school Mrs. Smith made a point of seeing Johnnie's teacher. She was disturbed by the fact that Johnnie was just messing around with the paints and wasn't learning anything. Johnnie's teacher managed to defend Johnnie's painting without putting Mrs. Smith down. The conversation went something like this:

_____

_____

_____

_____

_____

Whether children are using paints, blocks or clay, or whether they are dancing, playing imaginatively, putting on a show or moving to music, the teacher who encourages creativity is interested in the process, not the product. Even if Johnnie ends up with a totally unicolor canvas he has had a marvelous time experimenting with line and color.

A good early childhood environment is full of opportunities for children's creative development. The teacher avoids situations where the child is asked to copy someone else's work, or where the child must simply be a receptive audience.

Here are some remarks that we have heard in some Head Start classrooms. Check the statements that you feel discourage creativity.

____How come you made red grass? Grass is supposed to be green.

____Color in the lines like a good boy.

____Don't speak without raising your hand.

____Look at how nicely Jimmy colored his house. I bet you can do the same thing if you try really hard.

____We're going to learn the "Star Spangled Banner." Now class, repeat after me.

106

____Dennis, don't doodle on your paper.

____Mary, why do you always have to challenge things? When I say nobody goes outside, I mean nobody goes outside, and nobody includes you. Did you hear that?

____Today we are going to make cards for Mother's Day. I have made you each your very own card. The card says—

Mother dear,
I think you're grand.
I'm bringing you love,
With my very own hand.

When I come to your seat, I will let you make a handprint on your card. Then you will put your card in an envelope and bring it home to your mommy.

____No, Jimmy, that is not called a flower-fly. It is called a butterfly.

____Aaron: Ring-a-round a mommy,
A pocket full of honey.

Teacher: Sing the right words, Aaron, and don't get so silly.

You are right! All of these statements or lessons discourage creativity. Now let's look at some ways of changing non-creative activities into creative ones.

Activity—Marching to a record

Non-creative version: The teacher lines up all the children in a row. First she shows them how to take marching steps in place. She puts on the record and all the children march in place. Next, she shows them how to march single file. She turns on the record and the children march around the room single file.

Creative version: The children sit in a circle. The teacher says, "Let's pretend our hands are marching feet. Put your hands in front of you on the floor. Let's make our hands march to the record just like this. Very good. Who can think of another way to march to the music? With our elbows? That's a good idea—let's try it." The activity continues until the children have thought of several different ways of marching to the music (with their finger, their wrists, their feet, while sitting, while standing, holding blocks or sticks and tapping on the floor).

It's your turn. Fill out a creative way of doing each of these activities:

Activity—Each child will complete a picture of a house

Non-creative way: I am going to give you each a ditto of a house. Color it in any way you want.

Creative way:

_____

_____

_____

_____

Activity—Teach children about what happens when you mail a letter

Non-creative way: Talk to the children about how we put a letter in the mailbox, and then the postman comes with a truck, unlocks the mailbox and empties it out.

Creative way:

_____

_____

_____

_____

Activity—Teach children how to make constructions out of blocks

Non-creative way: I like the way you children have been playing with the blocks and putting everything away neatly. Now I think the time has come to teach you something new and special that we can do with blocks. We are going to make a bridge. Now watch me. Does anyone in the room know how to make a bridge just like mine? Cassandra, do you know? Would you like to come up here and try? Very good. That's a fine bridge. Who else would like a turn?

Creative way:

_____

_____

_____

_____

107

As you filled in the blanks, struggling to think of a creative activity or of the most creative way to accomplish a particular objective, you made an important discovery. You discovered that creativity can be thought about in two ways. We can think about encouraging creativity in children or we can think about being creative in the way we teach children.

- Letting children work with materials that can be molded or combined in a variety of ways.
- Encouraging children to express their own ideas and find their own solutions.
- Showing children one way of doing or making something and then challenging them to find different and more interesting ways.
- Asking children questions that have many different right answers.
- Giving children experiences that spark their curiosity and increase their sensitivity to the beauty and variety around them.

A second way we can be creative is to find creative ways of teaching children. We can be creative even when we are teaching children to solve problems or answer questions with only one correct answer. Let's look at a creative way of accomplishing a "cut and dry" objective.

Objective: Help children learn to ask questions using the words—when, where, how and why.

Materials: A puppet, e.g., Ernie, and a telephone.

Method:

Say to a small group of children, "Ernie is on the telephone talking to Bert. Bert is asking him lots of questions."

"Ernie, are you still talking to Bert?" (Teacher uses high voice for Ernie.)

Ernie: "Yes I am, please don't interrupt me. Bert is asking me questions and I'm answering. Bert, my shoes are on my feet where they always are. That's right, my shoes are on my feet."

Teacher to class: "What question did Bert ask Ernie? Let's ask the question in our Bert voice. 'Where are your shoes, Ernie?' "

Now—it's your turn again. Here is a "cut and dry" objective.

Objective: Children will demonstrate the meaning of the following prepositions—in, out, over, under, behind, between.

Creative way to teach the objective:

Now you have the secret. The very best way to encourage creativity in the classroom is to discover and explore your own creative ideas.

108

CHALLENGES

1	**To Use a Variety of Teaching Techniques to Encourage Children to Think Creatively**	***Activity 1***	Complete Manual p. 105
		Activity 2	Charles Schaefer has listed ten characteristics of the creative child. Observe the children in your classroom over a week's period. Under each of the characteristics list one statement made by a child or describe one incident that exemplifies that characteristic. *e.g. Openness to inner feelings and emotions. Child's remark: "That monster on T.V. made my tummy shake."* Recopy these characteristics and your observations and include in your work-kit. 1. Sense of wonder—heightened awareness 2. Openness to inner feelings and emotions 3. Curious—exploratory—adventuresome 4. Imaginative (forms mental images) 5. Intuitive thinking 6. Independent thinking 7. Personal involvement in work 8. Divergent thinking (thinks of many different and unique ways of answering questions or solving problems) 9. Predisposition to create 10. Tendency to play with new ideas
2	**To Provide Children with Experiences that Encourage an Appreciation of Beauty**	***Activity 3***	Complete Manual pp. 105-106
		Activity 4	Design and carry out one activity that helps children appreciate beauty in nature.

3	**To Provide Activities and Materials that Encourage Creative Production in Art, Music, Movement, Imaginative Play, Story Telling and Construction**	***Activity 5***	Complete manual pp. 106-108
		Activity 6	Design and carry out one activity encouraging creativity in art
		Activity 7	Design and carry out one activity encouraging creativity in music or movement
		Activity 8	Design and carry out one activity encouraging creativity in story telling or poetry
		Activity 9	Design and carry out one activity encouraging creativity in imaginative play Remember to include a think-through sheet and the appropriate documentation for each activity.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 105			
	2	Schaefer's Characteristics of creativity			
2	3	Manual pp. 105-106			
	4	1 activity on nature			
3	5	Manual pp. 106-108			
	6	1 activity in art			
	7	1 activity in music or movement			
	8	1 activity in story telling or poetry			
	9	1 activity on imaginative play			

THINK THROUGH SHEET

Name: _____

Unit: _____

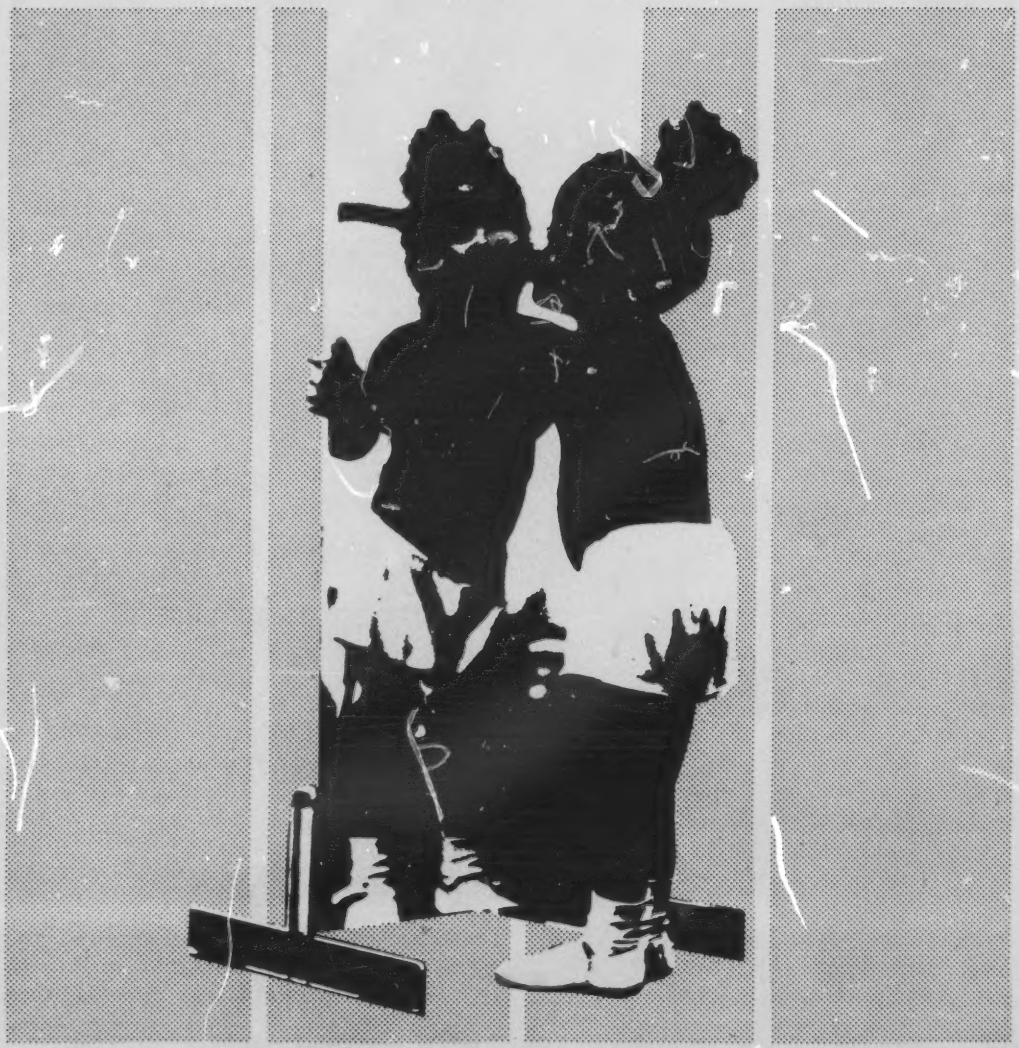
Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

IX

SELF-CONCEPT



OVERVIEW

DEFINITION

The trainee helps each child to know, accept and appreciate himself/herself as an individual. The teacher helps each child develop a sense of awareness and self-esteem, to express and accept his/her feelings, both good and bad and to develop pride as an individual and a member of a cultural or ethnic group.

RATIONALE

The feelings which a child develops about himself and about the people around him help to form his emotional make-up and have a direct bearing upon his learning in school.

The development of a child's self-concept is the sum total of all his experiences and interactions with his environment and the people around him.

Most children, regardless of family background, come to school with a sense of security and a rather well-defined concept of self. These are learned during his few, short years living with a family that is generally loving and supportive. It is the responsibility of the school and the individual teacher to provide experiences that continually affirm his positive feelings. Each child must feel love, security, acceptance and respect from the adults with whom he interacts.

The teacher interacts with each child many times during the course of a typical school day. It is critical that she be aware of the intimate relationship between self-concept and success in school, and indeed, success and competence in life. She must know that a child who feels incapable of success will not succeed. She must know that a child who feels unworthy of affection or attention will not thrive.

OBJECTIVES

1

To help children develop an accurate body image.

2

To help children express positive and negative feelings.

3

To provide a comfortable atmosphere in which children feel proud of their ethnic/cultural heritage, and where cultural sharing is encouraged.

4

To help children feel good about themselves.

PRETEST

Directions: *In an attempt to create pride in their heritage, a teacher planned the following activities for her four year old class. Rate the ideas from best to worst.*

_____Franco's mother has been asked to come to the classroom to talk about life in Nicaragua.

_____In the corner of the classroom the teacher has set up a display table. She calls it a special way of sharing. Children who bring in something special from their home, show it to the group, talk about it if they like and then place it on the table. At this moment, the table has a hand-carved canoe brought in by a Seminole child, a Mexican jumping bean, a conch shell from a boy who lives on a houseboat, and a hat from Venezuela.

_____There are ethnically appropriate dolls for each of the three ethnic groups in the classroom.

_____No holidays are celebrated.

_____Holidays important to each of the three ethnic groups are celebrated.

Directions: *Here is a list of statements made by children in nursery school. Place a "B" in front of all these statements that describe bad feelings and a "G" in front of statements expressing good feelings. Which of the children is able to express good or bad feelings in an acceptable way?*

_____John—"I hate spinach. It's a yucky vegetable."

_____Barbara—"He's mean. I'll bop him in the nose."

_____John—"That movie made my tummy scared."

_____Ethel—"You go away. I don't like you."

_____Jean—"Mommy told me my cat got sick and I felt sad."

_____Mary—"It's a pretty day outside. It makes me feel all dancy."

Directions: *Circle those statements that would have a positive effect on a child's self-concept. Underline those statements that would have a negative effect.*

1. Jimmy I'm surprised at you. I thought you were too big to cry.
2. Now, Jimmy, you know you can tie your shoelace. Your sister was the first one in the whole class last year to learn to tie her shoelace.
3. I like the way you put your crayons away. Why don't you throw away the scrap of paper on your desk, then your whole desk will be nice and clean.
4. You are the nicest child in the class.
5. You did a fine job playing the drums. You listened to music and followed the beat very nicely.
6. Why did you throw that block across the classroom? Don't you have any sense?

115

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis factory	Need Improvement
1. I can provide a variety of activities to help children develop an accurate body image.	○	○	○
2. I can implement activities that help children recognize and express their feelings.	○	○	○
3. I can provide children with many opportunities to discuss and share different aspects of their ethnic/cultural heritage.	○	○	○
4. I can use reinforcement techniques to enhance a child's self-concept.	○	○	○
5. I can implement a variety of curriculum ideas that help children develop their own sense of individuality and self-worth.	○	○	○

OBJECTIVES

1

To Help Children Develop an Accurate Body Image

Before a child can really feel good about himself he must have a sense of being an individual person—having an identity, of being an agent who has the power to make things happen. The development of a sense of identity begins with a sense of your own body. What do you look like? How are you alike and how are you different from other people? What do other people see when they look at you? What are the parts of your body and how do they fit together?

As we look at the typical drawings of young children, we are curious about their body image. Do they really think that their arms are growing out of their ears? Do they feel that their hand is made of five long rays that come out of a stub-like arm? Most experts feel that the drawings of children reflect an inability to translate their ideas in drawing, rather than a misconception about the way their bodies look. Still the young child has problems with other tasks like touching parts of his body with other parts. That suggests an incomplete or inaccurate body image. Even when successful in pointing to all parts of his body he may not be able to compare himself with other people. A very small child may think of herself as taller than all the other children or a child who is thin may perceive herself as fat.

Children are very interested in body parts and in the features of their bodies. If we take advantage of their natural interest we can help a child develop an accurate body image. Crafts, exercises, finger plays, songs, puzzles, pictures and stories can all be used to help a child develop his body image.

Describe an activity to develop a body image that would fall in each of these categories:

1. Mirror game _____
2. A craft that involves cutting and pasting _____
3. An activity song _____
4. An exercise _____
5. A series of photos _____
6. A craft that involves tracing or making a print of of some part of your body

2

To Help Children Express Positive and Negative Feelings

Adults as well as children seek out ways of developing good feelings and avoid situations that give us bad feelings. Still, we recognize that it isn't bad to have bad feelings. As a matter of fact it is quite appropriate. There are times when we should be frightened, sad, or angry. Emotions or feelings can help us cope with situations that can be harmful. If

117

we are angry we are stronger and have more energy. If we are frightened we are very wide awake and alert. Feelings may be either good or bad. But it is never bad to have feelings.

A major difference between adults and children is that adults have had more experience with feelings and are more accurate than children in identifying their own feelings. A child who is angry may break something or push a child down without recognizing that what he is experiencing is a feeling of anger. On the other hand a child may be bouncing all over the room and failing to get involved in a task without realizing that he is feeling a sense of joy and exhilaration.

As children learn to identify their own feelings and to accept them as legitimate, they are also in a position to learn ways of expressing their feelings in a positive way.

Describe how the following materials or situations can be used to help a child learn to recognize different feelings or emotions.

1. A feeling wheel, which can be dialed to point to a a serious face and an angry face _____

_____

2. A book of nursery rhymes _____

_____

3. A record _____

_____

3

To Develop a Classroom Climate in Which Children Can Discuss and Share Information on Their Own Cultural Heritage

No matter how much a child enjoys being in school there are very few children who love school more than home or who value the affection of their teacher more than they value the affection of their own parents. Home for children is the basis for security. It is the place that makes children feel most important and most worthy of being. When a day care or pre-school is very different from home it is puzzling for children. When a teacher implies in any way that there is something wrong with a child's home or family, the child may be devastated. But a pre-school teacher may say, "I never put down a child's family. If I don't like a child's family I just don't talk about it!"

Obviously, the teacher who does not talk about a child's family is being destructive. It isn't enough not to censure the child's family. We need to do everything in our power to make children feel good about their family and everything associated with it. Children have a real interest in knowing about each other's lives away from school. The child who brings in a craft or picture that represents a culture that is new to the children is admired and sought after. Fortunately, bias and prejudice do not come naturally to children. In the words of a popular song, "They have to be carefully taught."

Fill in the blanks:

1. One way of introducing children to foods that are served in different homes is to:

_____

_____

_____

2. One way of helping a Spanish speaking child feel at home in an all English speaking pre-school is:

_____

_____

_____

3. One way of helping a child cope with the fact that his is the only family celebrating Hanukah but not Christmas is:

_____

_____

_____

4

To Help Children Feel Good About Themselves

Mrs. Walters walked into the pre-school with Karen in her arms. Mrs. Whitefield, the teacher of the four year olds, was waiting at the door.

Mrs. Whitefield: Hello, you must be Mrs. Walters. And this must be Karen. I am so happy that you are joining our class, Karen. We have a very good time in here.

Mrs. Walters: You know Karen is really a shy child and it takes her quite a while to warm up to strangers. Karen, turn your head around like my sweet pumpkin and say hello to your new teacher. (Karen buries her head in her mother's blouse.)

Mrs. Whitefield: Karen, we have a bunny in our classroom named Cotton Puff. Why don't you and your mommy come and look at Cotton Puff. I think she would like some breakfast.

Mrs. Walters: Karen is a little nervous around animals. Why don't I just stay here this morning to help her get adjusted. You know this kind of experience can be frightening for a shy child like Karen. Once children have trouble with the first day of school they build up a fear of school that can last a lifetime. That happened to Karen's brother, Jeremiah. He spent the whole first day at nursery school crying, and he's hated school ever since.

Mrs. Whitefield: I am happy that you can stay with Karen for a while. I know you will help Karen find things she likes to play with. Oh look, Karen, I found a puzzle with fruit on it. I bet you can put this puzzle together all by yourself. (Mrs. Whitefield holds out her arms and Karen goes to her. Mrs. Whitefield places Karen at small table and gives her a three-piece puzzle. Karen completes it in a few seconds.)

Mrs. Whitefield: I was right. You are a fine puzzle "putter togetherer." I better find a harder puzzle.

Mrs. Walters: There, Karen, I told you school isn't as bad as you thought. Oh, some other children are coming in now. Okay, Karen, stay close to mommy and I won't let those big kids bother you.

Underline all those statements made by Mrs. Walters that might have a negative effect on Karen's self concept.

Self-concept is a set of beliefs we hold about ourself. People with a good self-concept believe in their own adequacy, and feel optimistic about their future. People with a poor self-concept don't like themselves very much. They feel less adequate and less capable than the people around and pessimistic about their future. Sometimes, they try to cover up their feelings by putting other people down, by bribing people to be their friend, by making themselves the center of attention or by isolating themselves from the group.

What Do You Think "Healthy Self-Concept" Is?

To help you form your own definition, one that is meaningful to you, think about your own self-concept.

1. If someone said to you, "Tell me something about yourself that will help me to know who you are," ...what would you say?

119

SELF-CONCEPT

2. Write a few of the ideas that you would say which you believe are true statements about you.

3. Now, think about how you feel about each of those facts, good, so-so, neutral, dislike?

Children, like adults, develop ideas about their own self-worth. They compare themselves with other children and decide, from moment to moment, whether they are taller or shorter, smarter or dumber, better or worse at performing some feat or completing some task. Because no child is either best or worst at everything, the way he will feel after he compares himself with other people is difficult to predict. Every child has his own idea about what is important. For one child the most important thing in the world may be to walk up a slide backwards. The child who feels this is important may feel inferior because he can't walk up the slide backwards even if he is better than the other children at almost everything else.

A good way to help a child build up his self-esteem is to help him appreciate his individuality. He needs to think of himself as a person with unique qualities and preferences that make him special. A "Me Book" is a way of helping a child discover the things that are special about him.

Here are some things that could be put in a "Me Book":

1. Pictures of the child and her family.
2. Cut outs from magazines of her favorite foods.
3. A hand-print and a foot-print.

Now add three ideas of your own:

1. _____
2. _____
3. _____

We have talked about a "Me Book" as one way of helping a child develop a sense of identity, and a feeling of being important. They are good feelings.

A second way of helping a child feel good about himself is to help him cope with bad feelings. Even though it isn't bad to be angry, sad, or scared the child who experiences these emotions too often can develop a negative self-concept.

Describe how a teacher can help a child cope with jealousy through:

Pretend Play

Listening to a story

The most important way for a teacher to help a child build a positive self-image is through her own behavior. The teacher who wants to help children develop a good self-concept must:

1. Show the child that he is worthy of respect, attention and love.
2. Provide the child with opportunities to make choices and decisions.
3. Recognize each child's unique strength and potential.
4. Provide encouragement and approval without giving praise that is unearned.

Describe two other teacher behaviors that are crucial for helping children develop a good self-concept:

CHALLENGES

1	**To Help Children Develop an Accurate Self-Image**	***Activity 1***	Design and carry out in your classroom two activities that improve body awareness.
		Activity 2	Complete the manual section associated with Objective 1.
2	**To Help Children Express Positive and Negative Feelings**	***Activity 3***	Demonstrate a way of using a feeling wheel or puppet play in the classroom to help children express their feelings.
3	**To Develop a Classroom Climate in Which Children Can Discuss and Share Information on Their Own Cultural Heritage**	***Activity 5***	Design and carry out one activity that helps a child feel good about his cultural heritage.
		Activity 6	Design and carry out one activity that helps the children understand and appreciate the racial and ethnic contributions of all the children in the class.
		Activity 7	Complete manual section associated with Objective 3.
4	**To Help Children Feel Good About Themselves**	***Activity 8***	Design and carry out two activities that use art or music to improve the children's self-concept.
		Activity 9	Complete manual pages associated with Objective 4.

121

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	2 activities that improve body awareness			
	2	Manual p. 117			
2	3	Demonstrate use of feel-wheel or puppet play			
	4	Manual pp. 117-118			
3	5	Design activity on cultural heritage of the child			
	6	Design activity to enhance class appreciation of racial ethnic contributions			
	7	Manual p. 118			
4	8	Design 2 art and music activities that enhance self-concept			
	9	Manual pp. 119-120			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

124

X

INDIVIDUAL STRENGTH

OVERVIEW

DEFINITION

The trainee helps children develop self-help and other independence skills appropriate to their developmental level.

RATIONALE

When we talk about individual strength we are talking about ways in which children can function successfully in their environment using the resources that are available in an appropriate way. The most important resource at the disposal of a child is his own capacity to learn new skills. As the children learn to take care of more and more of their needs, they are less dependent on parents and adults for help with daily routines. This doesn't mean that they can function without adult help. It does mean, however, that they will be able to limit their requests for adult help to tasks they have not yet mastered. A child who has developed individual strength knows when to complete a task independently and when to call for help. In addition, the child feels responsible for taking care of his own possessions, and for helping to keep the classroom in good order and in good condition.

OBJECTIVES

1

To encourage children in the development of self-help skills.

2

To provide each child with a balance between activities that can be mastered easily and activities that require perseverance.

3

To help children take responsibility for care of their own possessions and care of the environment.

INDIVIDUAL STRENGTH

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need improvement
1. I can describe the strengths and weaknesses of each child in my class and gear my expectations accordingly.	○	○	○
2. I arrange my classroom and materials so that children are able to function with a maximum of independence.	○	○	○
3. I encourage children to develop self-help skills by teaching, modeling, and reinforcing.	○	○	○
4. I schedule significant periods of time during the school day for individual activities chosen by the children.	○	○	○
5. I try to provide a balance between successful and challenging experiences	○	○	○

PRETEST

Directions: *Circle those statements that are definitely true.*

1. Children should be toilet trained by two years old.
2. It is realistic to expect four year olds to tie their own shoes.
3. Four year olds should be allowed to use a paring knife if they are carefully supervised.
4. A four year old child who is appropriately independent will not ask an adult for help.
5. A sensitive teacher will direct all of the children's activities to insure that they will always experience success.
6. Every child should achieve an appropriate balance between dependence and independence.
7. Children who have not developed self-help skills appropriate for their age may be reacting either to a parent who expects too little or a parent who expects too much.

OBJECTIVES

1

To Encourage Children to Develop Self-Help Skills

Mrs. Watts, a teacher at a local day care center, had difficulty understanding the critical attitude of the center's new director. Mrs. Watts enjoyed a good reputation among the staff and parents. She was considered kind, sensitive and highly committed to her children. Her philosophy was a simple one. She felt that "nothing succeeds like success". Her goal was to show her affection and concern for the children by doing as much as possible for them at all times. In this way they would never experience the frustration that results from failure at a task.

What do you think were the reason's for the new director's critical attitude?

_____

_____

_____

_____

Is she justified? _____

If you said that Mrs. Watts was probably doing too much for her children and preventing them from learning to do things for themselves, you are right.

Generally speaking, the more we do for children the less we *really* do for them. We may feel that we are being good to children when we pour their juice or put on their sweater. Actually, by doing things for children that they can do for themselves we are destroying their confidence and initiative and fostering a sense of dependence. Although it takes more time to let children do things for themselves, the ultimate benefits for the child, as well as the classroom, make the time worthwhile.

Writing out a list of self-help objectives for all children in a Head Start or childcare program would be inappropriate. There are just too many variables to take into account.

The degree of independence and self-management we can expect from a single child depends on many different factors:

- How mature is a child?
- Is he/she developmentally on target?
- How much experience with self-help skills has he/she had at home?
- What kind of clothing does he/she wear to school?
- How important is to the child to do things for himself?
- In other childcare settings has the child been encouraged to do things by himself?
- How upset does his family get when he/she makes mistakes or has an accident?
- How much time and energy are you as a teacher willing to invest in order to help the children become more self-sufficient?

Obviously, a set of objectives that are appropriate for one child may not be appropriate for all children. We need to individualize in the development of self-help skills just as we need to individualize in other developmental areas.

One way to go about individualizing for self-help skills is to develop a self-help chart. This chart indicates the kinds of self-help skills that are realistic expectations for the majority of children in a classroom. In order to use a self-help chart effectively, follow these steps:

1. In the beginning of the year estimate the number of children who have not achieved a particular self-help skill that is important in your classroom. (Puts play materials back on the shelf after use without being reminded. Pours own juice. Washes hands after toileting without reminding.)

2. Beginning with the particular skill that is the highest priority for the smooth running of your classroom, implement a program that involves modeling, instruction, practice and praising to help individual children achieve this skill. (Parents can help you with this.)

3. Assess your progress in the middle and end of the year.

129

Because each person has his or her own ideas about the typical age for achieving different self-help skills, it is useful to begin by identifying our own expectations.

After each statement write the appropriate age for achievement.

1. Out of diapers during the day. _____
2. Completely trained day and night. _____
3. Completely off bottle or breast. _____
4. Bathes himself with supervision. _____
5. Bathes himself without supervision. _____
6. Crosses a quiet road alone. _____
7. Crosses a major intersection alone. _____
8. Feed self. _____
9. Dresses by himself except for shoes. _____
10. Dresses himself including shoes. _____
11. Brushes teeth without supervision. _____
12. Washes his own hair without supervision. _____
13. Plays outside near the house by himself. _____
14. Goes to the corner store by himself. _____
15. Fills the bath tub with water. _____
16. Stays alone in the house. _____
17. Opens up the refrigerator and takes something out. _____
18. Makes breakfast for himself. _____
19. Makes lunch for himself. _____
20. Makes dinner for himself. _____

Techniques for Encouraging Self-Help Skills

Once you have developed your self-help chart you can begin to think about the techniques you can use to help children achieve independence in each of the areas you have selected. Remember, in planning your techniques, include the following:

1. Ways in which you can model the skills or behaviors you are advocating.
2. Ways in which you can reinforce children for successively approximately the behaviors you are advocating.
3. Games and activities that will help children learn the prerequisite skills required for self-help accomplishment.
4. Ways of helping children achieve an appropriate balance between independence and dependence.

Again, using your classroom as a reference, complete this chart:

1. The dressing skills I expect most children in my class to achieve are:

_____
_____
_____
_____

2. The skills relating to food preparation and serving I expect most children in my class to achieve are:

_____
_____
_____
_____

3. The skills relating to eating I expect most children in my class to achieve are:

_____
_____
_____

4. Bathroom skills I expect most children in my class to achieve are:

_____
_____
_____

SELF-HELP CHART

SKILL AREA	SPECIFIC SKILLS	BEGINNING OF THE YEAR			MIDDLE OF THE YEAR			END OF THE YEAR		
		NUMBER CHILDREN SUCCESSFUL	NUMBER PARTIALLY SUCCESSFUL	NUMBER NOT SUCCESSFUL	NUMBER CHILDREN SUCCESSFUL	NUMBER PARTIALLY SUCCESSFUL	NUMBER NOT SUCCESSFUL	NUMBER CHILDREN SUCCESSFUL	NUMBER PARTIALLY SUCCESSFUL	NUMBER NOT SUCCESSFUL
Care of personal possessions										
Bathroom skills										
Dressing skills										
Care of the classroom environment										
Independent work-skills										

2

To Understand the Importance of Providing Both Successful and Challenging Experiences

Most preschool teachers understand the importance of challenging children's skills and imaginations. They understand that there must be a balance between successful experiences and tasks that are difficult or lead to failure. A child who feels good about himself accepts failure as a challenge and is not defeated by it.

The role of the teacher in this area is critical. Naturally she must understand the importance of success and failure. Even more valuable, however, is her ability to assess the skill level of the children and adjust the task accordingly for the individual child.

The director of the center asked Mrs. Watts to describe an activity commonly pursued in each of four major areas of her room. Then Mrs. Watts was asked to think of a way to make the activity easier and a way to make the activity harder.

Poor Mrs. Watts has some difficulty with this assignment. Let's see if you can help her.

AREA I _____

AREA II _____

AREA III _____

AREA IV _____

3

To Help Children Take Responsibility for the Care of Their Own Possessions and the Care of Their Environment

Young children are known for misplacing things. A whole class can be in an uproar as one child searches desperately for her blue marble or her lost sneaker. We are never going to overcome the problem of lost possessions in preschool, but we can make things a great deal easier if we help children establish routines.

A private place for each child to keep his/her possessions is essential for a preschool class. It can be a cubby, a box, a shelf, a milk carton, or some sort of tray or locker. The special place should be identified by the child's name, a picture, a symbol, or some combination of these.

Mrs. Hamilton is a new teacher working in a small room, and has yet to learn the special techniques for storing children's work in order to make it available to them.

Make a list of some of the things Mrs. Hamilton can do to create a special place for each child.

CHALLENGES

1	**To Encourage Children in the Development of Self-Help Skills**	***Activity 1***	Choose three children from your class whom you feel need work in self-help skills. Describe the self-help skill they need and your plan for helping them achieve it.
		Activity 2	Complete the manual section on self-help skills.
2	**To Understand the Importance of Providing Successful and Challenging Experiences**	***Activity 3***	Select one child in your class whom you feel is developmentally advanced and one child whom you feel is somewhat delayed. Describe (and take a photo, if you choose) of one successful experience each had and one challenging activity that was attempted but was not accomplished successfully.
		Activity 4	Complete the manual section on successful and challenging activities.
3	**To Help Children Take Responsibility for the Care of Their Own Possessions and the Care of Their Environment**	***Activity 5***	Take a photo of a shelf or shelves in your classroom. Describe the system you use to keep things in place.
		Activity 6	Complete the manual section on children's responsibilities.

INDIVIDUAL STRENGTH

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Self-help skills needed by three (3) children			
	2	Manual pp. 129-131			
2	3	Successful and challenging experiences of two (2) children			
	4	Manual p. 132			
3	5	Photo and description of shelving system			
	6	Manual p . 132			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity.
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

XI

SOCIAL DEVELOPMENT

OVERVIEW

DEFINITION

The candidate helps the children learn to get along with others and encourages feelings of mutual respect among the children in the group and the staff.

RATIONALE

Preschool children are egocentric—that is they see the world from their own point of view and have difficulty understanding a point of view that is different from their own. A typical example of this is the three year old who holds a finger painting up to the phone and asks her Nana to admire it. Children's inability to recognize the point of view of someone else does not mean, however, that they are unable to be kind, or cooperative and empathetic. Children are natural mimics and talented actors. They can imitate the behavior of a kind and nurturant model and play the role of another person. The adult who is concerned with the development of social skills in young children must first serve as a positive model, and then structure an environment in which children will have the opportunity to learn how other people act and feel.

OBJECTIVES

1

To help children recognize and tell their own names and the names of all the children in the class.

2

To provide an environment in which children can work cooperatively in small groups or by themselves.

3

To provide an environment that fosters prosocial behavior in children and adults.

4

To help children respect the personal feelings and the personal property of others.

PRETEST

Directions: *Fill in the blanks.*

1. Describe four different ways to use a feeling wheel.

(a) _____

_____

(b) _____

_____

(c) _____

_____

2. List three components of pro-social behavior.

(a) _____

_____

(b) _____

_____

(c) _____

_____

3. If a child really knows his own name, he is able to demonstrate this by:

(a) _____

_____

(b) _____

_____

(c) _____

_____

4. Three good ways of structuring the environment to encourage individual work are:

(a) _____

_____

(b) _____

_____

(c) _____

_____

SOCIAL DEVELOPMENT

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate column.

	Very Strong	Satis-factory	Need Improvement
1. I plan activities that give children the opportunity to learn and recite their own name and the names of their classmates.	○	○	○
2. The children in my class have the social skill to work by themselves, or cooperatively with a small group.	○	○	○
3. With children and staff I serve as a model of pro-social behavior.	○	○	○
4. Most of the children in my class respect the personal feelings of others so that problems of property sharing, put downs or destruction of property are kept to a minimum.	○	○	○

OBJECTIVES

1

To Help Children Recognize, Respond to, and Give Their Own Names and the Names of Their Classmates

Mrs. Green—

I'm sorry your son was so upset Mrs. Allen, but how was I to know that his name was Gordon Allen instead of Allen Gordon. Actually, the whole thing was just as much your fault as mine. You should have known when you chose the name Gordon, that people would get his first name mixed up with his last name.

All of us have experienced the terrible sensation of forgetting the name of someone we really know quite well. For a child, a name is of even greater importance. A name to a young child is an essential part of his own identity. If you call him by a different name or even if you mispronounce his name, you turn him into someone else.

As we focus on the development of a healthy self-concept in children, we can take advantage of the fact that a child's name is so important to him.

1. We can learn the child's name on the first day of school.
2. We can incorporate the child's name into games we play and songs we sing in the classroom.
3. We can provide children with opportunities to learn the names of children and adults in their center.
4. We can provide children with opportunities to tell us their *full* name.

In order to make certain that I am pronouncing each child's name correctly on the first day of school I can:

_____

_____

_____

Three good ways of incorporating the children's names into classroom activities are:

1. _____
2. _____
3. _____

I can help children learn the names of children and adults in the center by:

_____

_____

_____

_____

I can give children opportunities to say their full name by:

_____

_____

_____

_____

2

To Provide an Environment in Which Children Can Work Together in Groups as Well as Individually

Mrs. Green was having problems again. One of her parents, Mrs. Snoozledoff, had complained to the director. She found Mrs. Green's class to be very disorganized. "Everytime I go in there," she complained, "I see children working by themselves or in small groups. Everybody is doing something different. Instead of standing up there and teaching the class something, like a good teacher would, that Mrs. Green just stands around puttering with materials, or talking to the kids. Those kids like it in the classroom, but boy will they be in trouble when they get to real school."

Help Mrs. Green. What can Mrs. Green say to the director to justify her organization of the classroom?

1. _____
   _____
2. _____
   _____
3. _____
   _____

You are right! Mrs. Green has nothing to apologize for. Children need the opportunities she provides to work individually and in small groups.

Working in Groups

Most of the time when we think about children working in groups we visualize a situation in which the children are at tables or sitting around in a circle and the teacher is directing the activity. This is one way, but not the only way of encouraging children to work together in groups.

Another way to encourage children to work together in groups is to structure the environment and set up activities that encourage a few children to work together on a project.

Possible examples would be:

1. Set up an imaginative play environment in which children can assume different roles.
2. Set up a craft that requires a joint effort to complete such as murals, paper chains, construction projects or painting projects.
3. Teach the children simple spinner or lotto games that work best when three or four children cooperate.

Besides setting up a housekeeping corner, describe two ways in which you can place materials in the classroom that would encourage a small group of children to act out a role.

1. _____
   _____
2. _____
   _____
   _____

Individual Play

Encouraging individual play may be even more difficult than encouraging group cooperation. Sometimes young children have difficulty functioning independently. Problems can arise when children require too much attention from an adult, when they interfere with each other's work, or when they begin something that they can't finish. A chronic problem arises when something is left out on the floor and no one wants to put it back because no one admits his responsibility.

Individual work is best when:

1. A way is provided for children to mark off their own work space: small tables, trays, individual mats can be used.
2. When the shelves and materials are coded so that children find it easy to put things back on the shelves in the right way.
3. When a plan is worked out to help children select work that is not too difficult for them to complete.

4. When a few simple rules have been well established:
   - •Children may not interfere with other children's work.
   - •Children must try to complete work before returning it to the shelf.
   - •Children are responsible for putting their work away when they finish.

List 10 different types of individual activities that children can work at independently in your classroom:

1. _____
2. _____

3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

3

To Provide an Environment That Fosters Pro-social Behavior in Children and Adults

Mrs. Goofitup was having trouble with Tommy. From the moment he came into the classroom he was nothing but trouble.

First, he asked Mrs. Goofitup if he could borrow a piece of chalk and write on the black board. "No, you may not," Mrs. Goofitup explained. "The chalk is just for me. Why don't you use your own crayons that are in your cubby." Tommy, for once agreed instead of arguing, and got his crayons. But the next thing she knew little Theresa was at her desk in tears. "Oh, Tommy is so mean. He won't share his crayons with me," Theresa whined. When Mrs. Goofitup went back to discipline Tommy he was in more trouble. Pierre had accidentally ripped Tommy's picture, and Tommy had hit him on the mouth. Mrs. Goofitup gave Tommy a good smack

and told him to stand in the corner. "How many times must I tell you," she shouted, "that I will not tolerate hitting!"

Mrs. Goofitup needs your help. Give her three suggestions for handling Tommy.

1. _____
2. _____
3. _____

Pro-social behavior includes empathy, sharing and helpfulness. The most powerful way to teach pro-social behavior is by modeling. Children whose parents and teachers are generous, empathetic and helpful will acquire these desirable traits without any conscious efforts. When children develop pro-social attitudes at a very young age, they are apt to maintain these attitudes over time, even into adulthood. In a world that could destroy itself by its own aggression, it is critical that the caregivers of young children find every way they can to promote pro-social behavior.

One way to promote pro-social behavior is to model it. A second way is to carry out activities in your classroom that encourage it.

Here are some ideas:

1. Get a pet for the classroom and give children a turn taking care of the pet.
2. When a child in the class is ill or when there is a tragedy in the family, initiate a class project in which you send letters or child-made gifts.
3. Collect for UNICEF on Halloween.

Describe three other ways in which you can promote pro-social behavior in the classroom:

1. _____
2. _____
3. _____

4

To Help Children Respect the Personal Feelings of Others

Mrs. Greene was eavesdropping in the dress up corner. She heard a dialogue between Mary and Ernest.

Mary: I be the Mommy and you be the Daddy. You want some orange juice?

Ernest: Okay—I'm the Daddy. No orange juice. I got to go to work. Where's my lunchbox?

Mary: No you can't work. The baby's sick. He's got the chicken pops!

Ernest: No, he don't got chicken pops. He just sick.

Mary: I'm the doctor. Open your mouth, baby. You want a lollipop? Now you're all better.

Ernest: Maybe he needs medicine. I give him medicine—okay?

Mrs. Greene was glad she had eavesdropped. She had been worried about Ernest for a while because he seemed to be socially inactive. He had difficulty expressing his own feelings and recognizing the feelings of other people.

What was taking place in this dialogue that made Mrs. Greene feel better about Ernest?

_____

_____

_____

_____

Because of the urgency we feel about giving children a good academic foundation it is easy to overlook the importance of social competence. One of the qualities that we associate with social competence is the ability to express our own feelings and appreciate the feelings of others.

It is sometimes difficult for children to recognize and differentiate their own feelings. A child who is wound up and irritable may not realize that the real problem is that he is feeling tired. A child who becomes aggressive may not recognize that he is feeling frustrated and inadequate. A child who is exuberant and wild may not recognize that he is seeking an outlet to express his happy feelings.

Here are some suggestions for helping children recognize and describe feelings:

1. Talk about happy, sad and angry feelings.
2. Read a story and ask the children how each of the characters feels when something good or bad happens.
3. Play a record and ask the children to tell you when the music is happy or sad.
4. Ask the children to make a picture with colors that make them feel sad. Ask the children to make a picture with colors that make them happy.
5. Provide opportunities in your classroom for dress up, role playing and puppet play.
   a) Dress up corners provide children with opportunities to try out different roles. By pretending to be mother, daddy, fireman, policeman, etc., children are given an opportunity to try out other roles.
   b) Role playing is like dress up—only the activity is usually more structured. For role play to work with pre-school children, the teacher must be part of the action.
   c) Children can learn about emotions by using puppets that have a television or movie personality (Oscar the Grouch, Eeyore, the Miserable Donkey). Home made puppets can also be used and children can develop skills in using these puppets to express their feelings.

CHALLENGES

1	**To Help Children Recognize and Tell Their Own Names and the Names of the Children in Their Class**	***Activity 1***	Complete Manual p. 141
		Activity 2	Design and carry out one game that you can play in the classroom that provides practice in calling other children by name.
2	**To Provide an Environment in Which Children Can Work Cooperatively in Small Groups by Themselves**	***Activity 3***	Complete Manual pp. 141-143
		Activity 4	Use a think-through sheet to describe a small group activity in which the children had practice working cooperatively without constant supervision.
3	**To Provide an Environment that Fosters Pro-Social Behavior in Children and Adults**	***Activity 5***	Complete Manual pp. 143-144
		Activity 6	Describe an activity in which you promote pro-social behavior by using imaginative role play.
4	**To Help Children Respect the Personal Feelings and the Personal Property of Others**	***Activity 7***	Complete Manual pp. 144-145
		Activity 8	Use think-through sheets to describe the outcome of using a feeling wheel in two of the following ways. •To help children describe how characters in a story are feeling. •To help children identify facial expressions that go with different feelings. •To help children express their own feelings. •To help children realize how their behavior affects the feelings of other people.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 141			
	2	One game involving noise recognition			
2	3	Manual pp. 141-143			
	4	Small group activity involving cooperation			
3	5	Manual pp. 143-144			
	6	Activity promoting pro-social behavior			
4	7	Manual pp. 144-145			
	8	Two activities using the feeling wheel			

THINK THROUGH SHEET

Name: _____

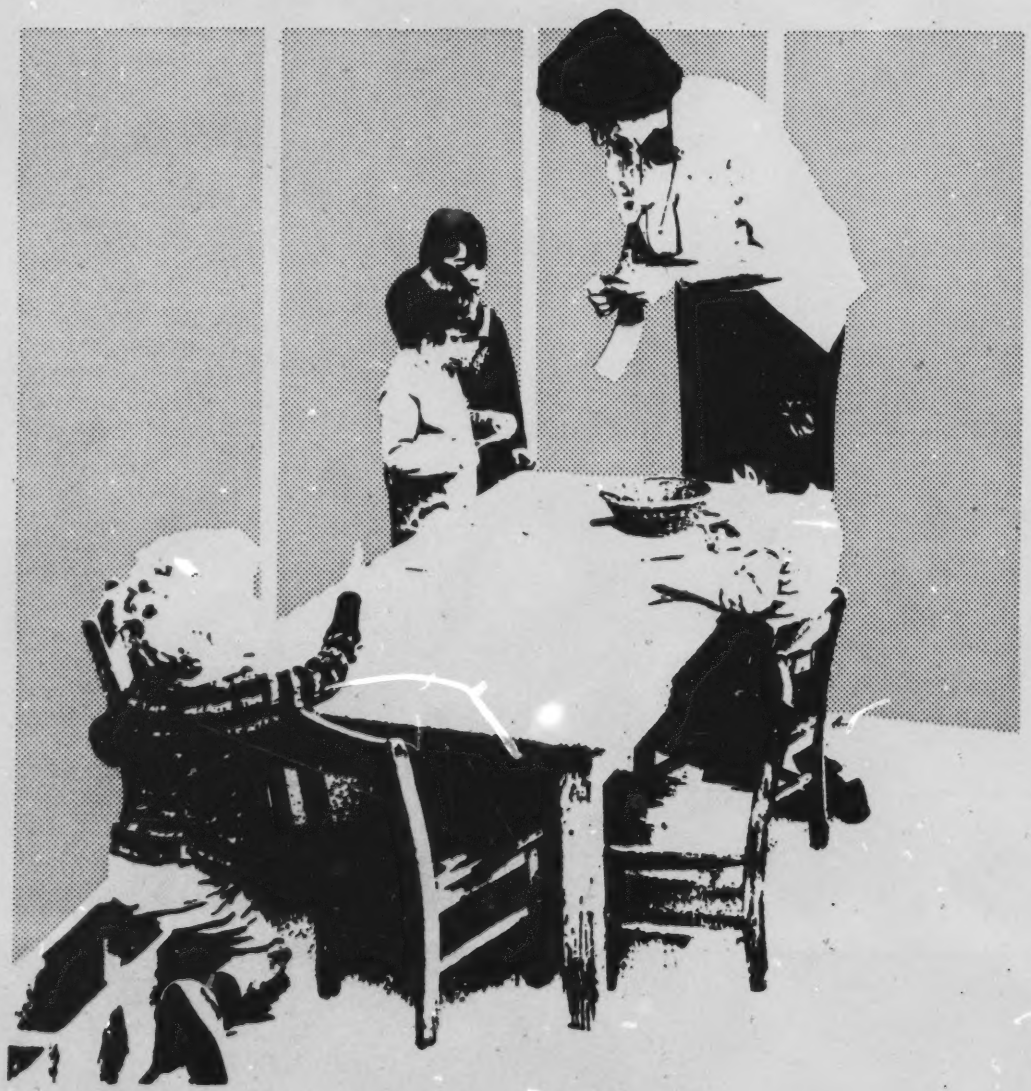
Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observations of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

XII
GROUP MANAGEMENT



OVERVIEW

DEFINITION

The trainee organizes the classroom according to a functional routine and communicates expectations clearly to the group.

RATIONALE

One of the most fundamental issues in the operation of an effective early childhood classroom is the teacher's ability to organize and manage the school day. This includes establishing routines, creating rules and setting limits that are understood and accepted by the children, planning activities, and using the resource of time effectively. The skills of management are crucial to creating an environment that is supportive of the teaching-learning process.

OBJECTIVES

1

To establish a daily routine which allows for active and quiet periods.

2

To share responsibility with other staff members for planning class activities.

3

To provide for smooth transitions from one activity to another by using a variety of management techniques.

4

To establish simple classroom rules both for children and adults.

GROUP MANAGEMENT

PRETEST

1. What is the major difference between a daily schedule and a daily plan?

2. Write 5 tips for making transitions to a new activity smooth.

3. Describe 4 criteria for a good classroom rule.

4. If a classroom is well managed, what would you expect to see in the course of a day?

GROUP MANAGEMENT

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I understand the importance of active and quiet periods and provide for both each day.	○	○	○
2. I have established a set of functional rules and limits that are understood and accepted by the children.	○	○	○
3. I provide for smooth transitions from one activity to another.	○	○	○
4. I share planning responsibilities with other adults in a cooperative manner.	○	○	○
5. I regularly evaluate my schedule and plans and make changes when necessary.	○	○	○

OBJECTIVES

1

To Establish a Daily Routine Which Allows for Active and Quiet Periods

Mrs. Wilson was very concerned about the approaching evaluation. She spent many hours rearranging her classroom in order to prepare for the evaluation team. When the day finally came, and she was asked about her daily schedule, she breathed a sigh of relief. She assured the team that she had a daily schedule. Mrs. Wilson said, "Look, it's right up there on the wall! We stick to it religiously."

Here is Mrs. Wilson's schedule:

8:30	Bus Arrives
8:45	Breakfast
9:15	Clean-up
9:30	Toileting & Teeth Brushing
9:45	Large Group Activity
10:15	Snack
10:30	Clean-up
10:45	Out-door Play
11:30	Clean-up for Lunch
11:45	Lunch
12:30	Bathroom & Clean-up
12:45	Rest-time
2:00	Story-time
2:30	Dismissal

Mrs. Wilson could not understand the dismay of the evaluators. After all, she did have a daily schedule. She was conforming to all the health standards. And she was alternating noisy periods with quiet periods. What on earth could they be complaining about this time?

Take a close look at Mrs. Wilson's schedule. Indicate below, the weaknesses that you see.

1._____

2._____

3._____

Although Mrs. Wilson's schedule does contain some important elements, there are still major problems. When a schedule suggests that eating, cleaning up, and napping take up the bulk of the day, we would question how much time was left for planned and purposeful activities.

A second concern that we would have with Mrs. Wilson's schedule is that there is no time set aside for small group activity. Small group activity is one of the best ways of fostering communication and cooperation. Small groups also provide opportunities for taking into account differences in interest, learning styles and levels of achievement.

A third element that is missing from Mrs. Wilson's schedule is the opportunity for individual activity. Children need some opportunity during the day to pursue their individual interests. At the same time teachers need to arrange the classroom schedule so that some time is set aside in the day to spend observing, assessing, and giving suggestions and assistance to individual children.

Help Mrs. Wilson rewrite her daily schedule so that it includes the critical ingredients of a good pre-school curriculum.

2

To Share Responsibility with the Staff Members for Planning Class Activities

Mrs. Wilson is still confused. Even after she patched up her daily schedule so that she included all the desirable elements, the evaluation team wasn't satisfied. They wanted to see her plans. "Plans?" Mrs. Wilson said in a strained voice. "I just showed you my daily schedule!"

The daily plan indicates how the curriculum will be implemented within the time-slots designated by the daily schedule.

The degree of specificity of the daily plans is partly a function of the pre-school model you have selected. In some pre-school models there is a very structured curriculum. All activities for large groups, small groups, and/or individuals are predetermined and follow the sequence prescribed by the model. In other models, there is almost no preplanned curriculum. Children are exposed to a rich environment and curriculum is developed spontaneously. It is our feeling that in most instances a pre-schooler works best when there is a good balance between structure and spontaneity. Some activities are planned in advance for the group and for individual children, but the elements of choice and flexibility are always there.

In making plans either for the day or the week, you must think about the changes of materials that are needed, and what kinds of follow-up the activity will require. Let us assume for an instant that the staff has decided to pursue the theme of growing things. The plan is to buy some grass seed and potting soil, cut down milk cartons, fill them with the soil, and let the children observe how fast the grass will grow under different conditions. It is a simple activity that requires a host of decisions.

1. How can we engage the children's interest?
2. Who will buy the supplies?
3. How can we arrange the environment so that each child has an opportunity to plant his own seed?
4. How will children recognize the seeds that they have planted? What kind of follow-up will there be?
5. How will we handle the inevitable contingencies—the child who is absent, the seeds that are drowned by an over-exuberant four year old, the child who insists that Terry has her grass?

Obviously, no plan can take care of all these questions or all contingencies. We do know, however, that if we want to grow seeds we need to plan our time and structure our environment so that the activity will be successful. In most centers daily plans are developed a week in advance at a general staff meeting. A large planning sheet helps with the mechanics.

1. First, the staff makes a decision about special events. What special events are already scheduled?

Field Trips	Holiday Celebrations
Doctor's Appointments	Parent Meetings
Classroom Visitors	Other

When the special events have been agreed upon, they are placed on the calendar. If any of the plans require setting up or follow-up, responsibilities are given to the staff members. (In an ideal situation, a parent representative attends staff meetings, and some responsibilities are given to parents.)

2. Group activities are planned for everyday. These group activities should be related to the overall curriculum objectives and should be tied

in to evaluation. Before you can plan for a new week, you must look back over what was done the week before. What activities should be repeated? What new activities are the children ready for?

3. Finally, write out daily plans for working on curriculum objectives with individual children. Again, planning should be tied to observation and evaluation. What special needs did the staff identify in observing individual children the week before? What activities should be planned for these children to meet the identified needs?

Using the example of planting seeds as a model, choose an activity that is common to a pre-school classroom and list the decisions that must be made to insure adequate preparation and planning.

Activity: _____

_____

Decision: _____

_____

_____

_____

3

To Provide for Smooth Transitions from One Activity to Another by Using a Variety of Management Techniques

Let's go back and take another look at poor Mrs. Wilson's schedule. It seems that her children are spending more time getting into an activity or cleaning up from the activity than they are participating in an activity. Children's time is valuable.

Below are suggestions for organizing your classroom more effectively. After each, indicate any additional suggestions you have or special ways that you accomplish the same goal.

1. Organizing the Classroom

The better the job that we do in organizing our classroom, the easier it is to keep things in order. Clean-up time is both more enjoyable and less time consuming when the children can see at a glance where every item belongs. Where the shelves in an interest center are color, shape or symbol coded the task of cleaning up is, in itself, a learning experience.

_____

_____

2. Being Prepared Ahead of Time

A good teacher walks through the day mentally before the first child arrives. What materials are needed for the group activities, for individual activities, for snack time, and for assessments? If everything is on hand and organized the day goes so much smoother. Children are not very good at waiting. Time spent looking for things to begin an activity is double time spent. Inevitably, the teacher has to spend extra time recapturing the attention of the class.

_____

_____

_____

3. Developing Signals

There are many different ways of signalling clean-up time and preparing children to move to a new activity. One of the most effective ways is using a special song. When the children hear the music they know that they have just a few minutes to get their things back on the shelf and move to the next activity.

_____

_____

_____

4. Helping Children Help Themselves

The more that children can do for themselves, the smoother your classroom will run, and the easier it will be to move into new activities. You can help children become more self-sufficient by:

- Making sure that children have their own personal cubby to keep their own things.
- Making sure that the children can name and identify all the interest centers in your classroom.

- Helping children learn to help themselves to classroom supplies and materials.
- Teaching the children to pour their own juice without spilling it.
- Teaching children to use the toilet, wash their hands, and brush their teeth without being supervised.
- Teaching the children to help themselves to paste without wasting it.
- Teaching the children where the trash is, and what sorts of things belong in the trash.

5. Optimizing Time That Is Spent Waiting In Line or Moving From Place To Place

Every early childhood teacher should have his/her own special "bag of tricks" to use during transition periods. The "bag of tricks" should include techniques for:

- Getting children's attention quickly.
- Calming a classroom when the children are over-excited.
- Optimizing waiting time.
- Moving the class from one place to another.
- Making routine activities productive learning experiences.

4

To Establish Simple Classroom Rules Both for Children and Adults

"Do you have a set of classroom rules", the evaluator asked Mrs. Wilson. Mrs. Wilson answered proudly, "Oh yes, I have them listed there on the wall. We go over them every morning."

Sure enough, on the wall there was a long sheet of brown paper with the following rules written on it.

- NO biting.
- NO kicking.
- NO fighting.
- NO knocking down other children's block construction.
- NO throwing blocks.
- NO one can go out barefoot on the playground.
- NO walking behind the swings.
- NO messing up the room.
- NO throwing food around.
- NO one can get off their mat at nap-time.

The evaluator seemed displeased. What was wrong with Mrs. Wilson's list?

1. _____
2. _____
3. _____
4. _____
5. _____

Even if Mrs. Wilson's list had been more appropriate, the idea of going over a whole set of rules daily is not a practical one. Wherever possible, teach a rule in context. In other words, if there is a rule about the playground, talk about the rule as you go out to the playground. If there is a rule about cleaning up after lunch, the right time to talk about it is at lunch time. Children can remember quite a few rules if the rules make sense to them and if they are learned in their appropriate context. The more the children understand, the greater will be their compliance.

In addition, when developing rules for the classroom, the teacher should remember the following points:

1. Rules should be easily understood.
2. Rules should be stated clearly and positively.
3. Rules should be short and concise.
4. Children should be involved in the development of classroom rules.

CHALLENGES

1	**To Establish a Daily Routine Which Allows for Active and Quiet Periods**	***Activity 1***	Complete Manual p. 153
		Activity 2	Design a daily schedule including the critical elements discussed in the Trainee's Manual.
		Activity 3	Design and carry out a total of four activities, including think-through sheets and the appropriate documentation. You should include two activities that are active in nature and two activities that are quiet.
2	**To Share Responsibility with the Staff Members for Planning Class Activities**	***Activity 4***	Complete Manual pp. 154-155
		Activity 5	Attend a weekly staff meeting at which a set of daily plans for the following week is developed. Include a copy of these plans.
3	**To Provide for Smooth Transitions from One Activity to Another by Using a Variety of Management Techniques**	***Activity 6***	Complete Manual pp. 155-156
		Activity 7	List the techniques that you use in your classroom to make transitions smooth.
4	**To Establish Simple Classroom Rules Both for Children and Adults**	***Activity 8***	Complete Manual p. 156
		Activity 9	Make a list of classroom rules, both general and specific area rules, keeping in mind the criteria discussed in the Trainee's Manual.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 153			
	2	Designs a daily schedule			
	3	Designs 4 activities 2 active 2 quiet			
2	4	Manual pp. 154-155			
	5	Copy of week's plans			
3	6	Manual pp. 155-156			
	7	Transition techniques			
4	8	Manual p. 156			
	9	List of classroom rules			

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

XIII

HOME/CENTER

OVERVIEW

DEFINITION

The trainee establishes and maintains a positive relationship with parents and families and encourages participation both in center activities and the educational development of the child.

RATIONALE

It is generally believed that parents are the single most important influence in the educational development of their children. It is the role of the teacher to maximize the impact of the educational experience by involving the parents and families in the life of the school or center. By encouraging involvement, communicating frequently, offering opportunities for input and the exchange of information, the teacher creates an atmosphere of cooperation which benefits the child, his/her family and the school.

OBJECTIVES

1

To establish good channels of communication with each parent so that there is a healthy exchange of information relating to the child.

2

To help parents increase their understanding of the pre-school child and increase their awareness of the relationship between parenting techniques and child behavior.

3

To provide opportunities for parents to use their skills in the school or center.

4

To keep parents informed about center activities and encourage participation in parent advisory groups.

PRETEST

1. List three (3) ways for parents to use their skills and talents in your classroom.

a. _____

_____

b. _____

_____

c. _____

_____

2. The following resources are commercially available for use at parent meetings.

a. _____

_____

b. _____

_____

c. _____

_____

3. The function of the parent advisory group is to:

a. _____

_____

b. _____

_____

c. _____

_____

4. It is not necessary to reach out to parents because those who want to be involved will initiate contact themselves.

True _____ False _____

5. Cooperation between home and school is important because:

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

HOME/CENTER

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns.

	Very Strong	Satis-factory	Need Improvement
1. I try to communicate regularly with parents about the progress of their children.	○	○	○
2. I initiate contacts and seek out information about the children from their parents.	○	○	○
3. I provide opportunities for parents to use their skills in the classroom.	○	○	○
4. I seek out and respond to parental concerns as they relate to the children and the educational program.	○	○	○
5. I encourage parental involvement and cooperate actively with the designated leaders of the parent group, association or board.	○	○	○

OBJECTIVES

1

To Establish Good Channels of Communication with Each Parent So That There Is a Healthy Exchange of Information Relating to the Child

Communication includes both sending out and receiving information. Sometimes, in dealing with parents, we have difficulty making sure that information flows in two directions.

On the one hand, we have the parents who come on strong. These parents have set ideas about what they want for their children. Parent conferences turn out to be monologues and we get no opportunity to either ask questions or provide information. More frequently, we find ourselves in the opposite situation. The parents sit by quietly while we tell them all about their child and end up learning nothing. But again we say to ourselves, "Things could be worse." Somehow, the parents we want to see the worst are the ones who seem never to make it to school.

Obviously, we cannot rely on the usual parent/teacher conference to set up communication with parents. Our relationship with the parents of our children is something to be treasured, and we need to nurture this relationship in as many ways as we can.

Let's look at some of the different ways we have of establishing communication with the parents:

1. Home visits
2. Parent/teacher conferences
3. Telephone calls
4. Parent/advisory board meetings
5. Parent education meetings
6. Open House
7. Children's performance
8. Letters
9. Notes pinned on to the children
10. Class newspapers

But even with all these means of communication open to us, we will not be able to establish communication with parents unless we believe in its value and make a real effort to stay in close contact with every parent in the center.

Let's begin by looking at what we have to gain by establishing good rapport with our parents.

1. Parents can provide us with information about their child that will help us understand him better.
2. By getting a feel for the child's home life, we can gain insight into the child's reactions to the school environment. If we have a child who is shy and withdrawn, for instance, it helps us to know that the child comes from a home where he is a well protected only child.
3. By meeting with parents we have the opportunity of making sure that home and school share common objectives for the child's development and that the value system is congruent. If the school on the one hand is teaching a child not to fight, and the home encourages fighting back, the child is caught in the middle.

4. By getting the parents interested in what the child is learning we can encourage parents to reinforce emerging skills at home.
6. We can discover parents' special talents and use them as a resource.
7. We can listen to parents' ideas about the school, and benefit from their contribution.
8. Finally and perhaps most important, our contact serves to remind us that we teach the child for a fleeting year. The child is not even likely to remember us, but the parent will be influencing the child throughout the formative years. The parent is the child's real teacher and we are at best only substitutes. When we share our expertise with the child's parents we extend our influence into the child's future.

Assuming that we agree on the importance of contact with parents we will now turn our attention to finding ways of making our own contacts with parents a mutually rewarding experience.

A group of Head Start teachers, attending a regional meeting were discussing their ideas for encouraging the involvement of parents in the education of their children.

Mrs. Cooper: In our school we have divided the children among the staff. Every staff member is responsible for making at least one contact per month with the parents on her list.

Mrs. Warner: I have always believed in home visits. If I go out of my way to visit every home, the whole year goes well.

Mrs. Jones: In our center we have found that the secret to good meetings is planning. There are two facets to good planning. First, we always plan before a parents meeting; what do we want to tell our parents? What do we want to show our parents? What do we want to find out about the child? What would we like the parents to do? Secondly, we always plan for the meeting itself. We call or send a note home the night before to remind the parents of the meeting. We arrange our time so that our full attention can focus on the parent. Also, we make sure that we have on hand all the papers and crafts we want to show the parent, so that we won't waste valuable time looking for things.

Mrs. Clark: In our school we have a parent file. We write down every time we make contact with a parent, what it was about, and the outcome of the contact. You'd be surprised how useful this file can be.

Miss Beckford: We started something this year that seems to work really well. We have a weekly newspaper called "parents" that we send home with the children. It's only a page and doesn't take long to do. This gives us an opportunity to recognize parents who make a contribution to the center to congratulate parents on their birthdays and to keep parents informed about school events.

Now it's your turn. Assume that you are attending this meeting and add two ideas of your own.

1. _____

_____

_____

2. _____

_____

_____

2

To Help Parents Increase Their Understanding of the Pre-school Child and Increase Their Awareness of the Relationship Between Parenting Techniques and Child Behavior

It is clear that we must recognize that no matter how hard we try, we will never be the child's most influential teacher. The information we provide for parents in the area of child development is probably just as important, if not more important, than our interaction with the child.

Parent meetings are usually the best place to provide information on child growth and development. It works best if you can use filmstrips or other visual aids to spark up the meeting. Also, there are some very fine commercially available programs that can be used to give parents a background in child growth and development, and to suggest effective parenting techniques.

When we talk about the relationship between parenting techniques and child rearing practices, we are treading on thin ice. First of all, the research in this area is full of unavoidable flaws (the data is often second hand and retrieved from memory). In the second place, when we talk about style of parenting, people become somewhat touchy. The most prudent way to handle the problem is to focus on the problems that parents are concerned about and provide parents with well documented information to answer their questions.

Miss Wood is very uneasy about her first parent meeting. This is her first year teaching and she feels that she lacks information and experience to offer advice to parents.

In order to help her, you are assembling a list of the most common parental concerns and questions. In addition you will make suggestions regarding the most appropriate responses.

After each of the questions listed below, indicate how you feel Miss Wood should respond.

1. If my child bites, should I bite back?

_____

_____

_____

_____

2. My two year old refuses to share his toys. What should I do about it?

3. My child is always being picked on. Should I teach him how to fight back?

4. My four year old tells lies. Should I wash his mouth out with soap?

5. Should I let my kid hit me?

6. How do you handle scratching and hair pulling?

7. Since the new baby came, my older child wants to be a baby. What do I do?

8. My four year old still wets his bed. How should I punish him?

9. My five year old still wants me to dress him. How can I get him to dress himself?

GOOD WORK!

Now try and add two or three additional questions. Don't forget to include possible answers:

1.

2.

3.

3

To Provide Opportunities for Parents to Use Their Skills in the School or Center

Mrs. Baxter, the new center director, overheard some of her teachers discussing parent involvement. These are some of the comments:

"All my parents work."

"My parents don't have transportation."

"It takes more time telling parents what to do than doing it myself."

"Most of my parents don't really care."

Mrs. Baxter was dismayed. No matter how hard she would try, she knew that she couldn't dispute some of the reasons that teachers have for not using parents as volunteers. It is hard work enlisting parent volunteers, and it can be a source of frustration.

But, Mrs. Baxter wouldn't give up. She decided on a three-pronged approach, to be worked out first and then presented to the teaching staff.

Let's see if we can help Mrs. Baxter.

Provide Many Different Kinds of Opportunities for Parents to Help

We must recognize that all parents do not work. Even those who do work, do not work all the time. If we are creative in the types of opportunities we provide for parents to contribute to the class, we can overcome the problem of the working parent.

List five ways for parents to use their skills and talents for your center:

1. _____
2. _____
3. _____
4. _____
5. _____

Make the Very Best Use of Parents When They Do Volunteer to Work

There is nothing more frustrating to a parent than to give up a morning to come into the classroom and find herself standing around with nothing to do.

List three ways of making sure that parents time is not wasted.

1. _____
2. _____
3. _____

Recognize Parents for Their Contributions

Everyone likes recognition. If we find creative ways of thanking parents for their contributions they make to the classroom they are more likely to volunteer again.

List three ways of recognizing parents for the contributions they make.

1. _____
2. _____
3. _____

4

To Keep Parents Informed About Center Activities and Encourage Participation in Parent Advisory Groups

Once you have opened up channels of communication with parents maintain that good communication by:

- Setting up regular parent/staff meetings related to the child's progress
- Using the telephone as a means of sharing information.
- Using the mail or the children to send home information.

- Involving parents in a variety of ways in the classroom activities.
- Holding parent meetings that are both interesting and informative.

You already have put in place the mechanism for keeping parents informed about what is happening at the center. But don't limit your communication to major events. Let your parents know about the small things that are happening; a visit from the fireman, making popcorn, blowing bubbles on the playground, classroom projects. Parents can then discuss these things with their children at home.

Another form of parent participation is the parent advisory group. This may be a particular plus for your center. You are more apt to achieve a useful level of parent participation if you inform parents as to:

1. What the parent advisory group is for.
2. Who are the members of the group.
3. How often do they meet.
4. Where they meet.
5. The kinds of things they accomplish.
6. The benefit of serving in the group.

Make out a fact sheet for parents, answering these questions. Include any additional information that you think is important.

CHALLENGES

1	**To Establish Good Channels of Communication with Each Parent So That There Is a Healthy Exchange of Information Relating to the Children**	***Activity 1***	Complete the manual pp. 165-167
		Activity 2	Make a list of the ways you and your center attempt to communicate with parents. Provide documentation (letter, class newspaper, conference schedules, etc.) where appropriate.
2	**To Help Parents Increase Their Understanding of the Preschool Child and Increase Their Awareness of the Relationship Between Parenting Techniques and Child Behavior**	***Activity 3***	Complete the manual pp. 167-168
		Activity 4	Make a list of the available materials for training parents. Include copies of flyers invitations and agendas to meetings at which parenting was the major topic of discussion.
3	**To Provide Opportunities for Parents to Use Their Skills in the Center**	***Activity 5***	Complete the manual pp. 168-169
		Activity 6	Create a Parent Participation Chart and include in your work-kit.
4	**To Keep Parents Informed About Center Activities and Encourage Participation in Parent Advisory Groups**	***Activity 7***	Complete the manual pp. 169-170
		Activity 8	Place in your work-kit samples of several different notices of events that you have sent home to parents. You may include any additional materials that are used to inform parents.

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual pp. 165-167			
	2	List of Communication Techniques			
2	3	Manual pp. 167-168			
	4	List of Training Materials			
3	5	Manual pp. 168-169			
	6	Parent Participation Chart			
4	7	Manual pp. 169-170			
	8	Notices & Agendas			

THINK THROUGH SHEET

Name: _____

Unit: _____

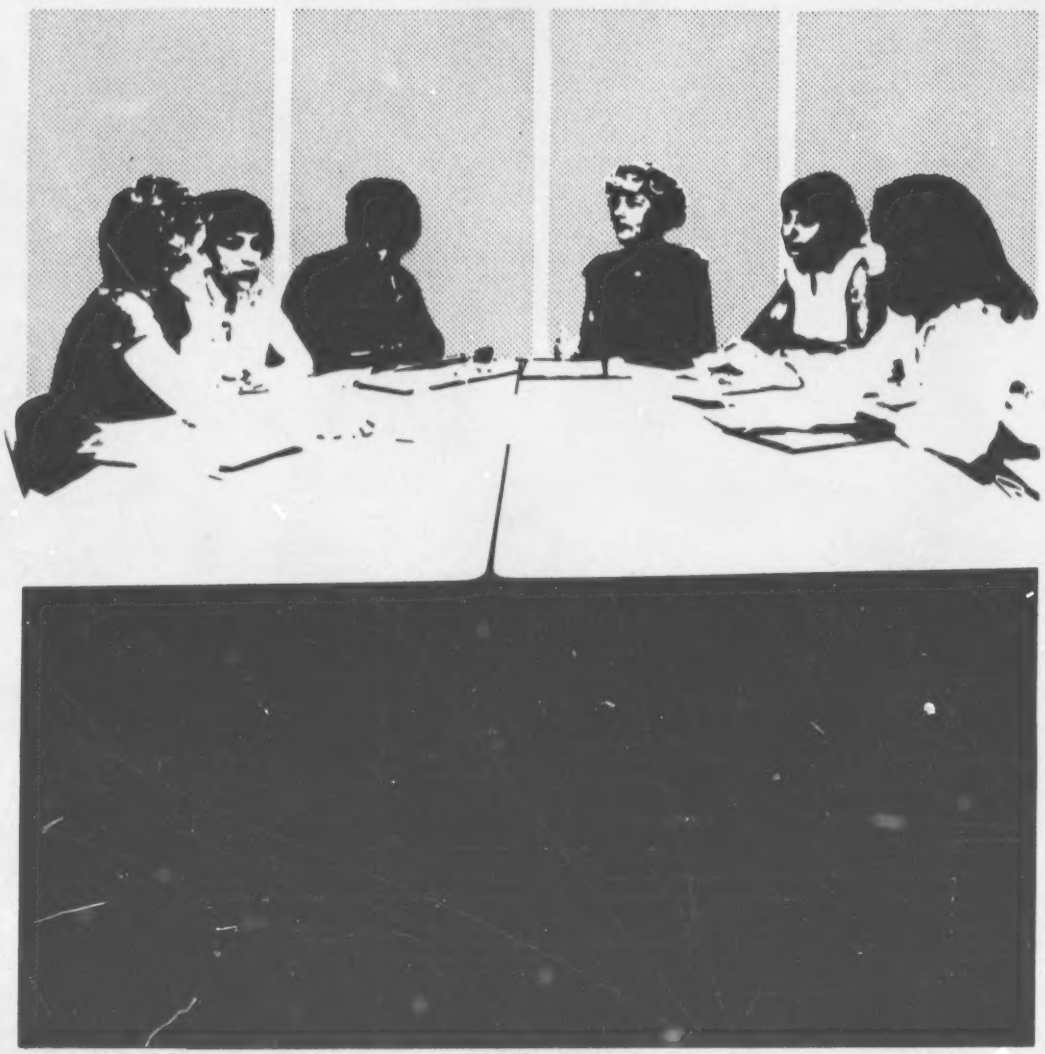
Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES

XIV
STAFF



OVERVIEW

DEFINITION

The trainee works with other staff members in a cooperative manner regarding the planning and execution of policies and activities in the center.

RATIONALE

The level of cooperation evidenced by staff members is a critical component in the development of a healthy, productive center. In the best of circumstances staff members share resources, materials and ideas. In addition, time is set aside for joint planning and problem solving. Staff meetings are devoted to discussions of problems and presentations related to early childhood and preschool issues identified by the group as training needs. Without this crucial component, which serves as a link between activities in other areas, the best efforts on behalf of the children will be less effective.

OBJECTIVES

1

To communicate and cooperate with other staff members in the center.

2

To develop and use an appropriate system of record keeping to keep track of the children.

3

To seek opportunities to increase professional knowledge and to serve as a child advocate.

4

To develop, construct and/or adapt instructional material to help meet the needs of the children served.

PRETEST

1. Anecdotal records are
   a) used by most parents
   b) used to keep track of immunizations
   c) written records used primarily in the area of social behavior
   d) no longer used because they are old fashioned

2. Record keeping is only necessary for:
   a) the teacher
   b) the aide
   c) the director
   d) all of the above

3. Planning cooperatively is useful because:
   a) it's mandated by state law
   b) the more people involved in planning the richer the curriculum will be
   c) each individual does less work
   d) none of the above

4. Make a list of five criteria for good teacher made materials

a. _____

_____

b. _____

_____

c. _____

_____

d. _____

_____

e. _____

_____

5. Provide the full name for at least four (4) of the following organizations:

NAEYC _____

_____

BCDI _____

_____

ACEI _____

_____

NACDE _____

_____

DCCDCA _____

_____

NCCY _____

_____

STAFF

SELF-ASSESSMENT

Indicate how you feel about your skills and abilities in each of the following categories by checking the appropriate columns

	Very Strong	Satis-factory	Need Improvement
1. I attend planning sessions, share my ideas and plan cooperatively with other staff members.	○	○	○
2. I assume and follow through on group responsibilities.	○	○	○
3. I use a system of record keeping to follow the growth and progress of the children.	○	○	○
4 I participate in courses and workshops to help improve my skills and knowledge.	○	○	○
5. I belong to professional groups dedicated to improving education for young children.	○	○	○
6. I adapt my classroom materials to the levels and needs of the children in my group.	○	○	○

OBJECTIVES

1

To Communicate and Cooperate with Other Staff Members in the Center

In previous units we have discussed many of the important aspects of creating and maintaining a supportive and facilitative preschool experience for children. But no matter how beautifully equipped, how well organized or how sound the policies, if the staff of the center cannot work harmoniously the success of the entire effort will be greatly diminished.

Below, we have listed six criteria for a cooperative staff. For each of these cited, write in a behavior that you might observe that would indicate whether or not the criterion is satisfied.

A Cooperative Staff Is One Where...

1. Each person carries his/her share of the load.

2. Staff members are capable and willing to assist each other if the need arises.

3. Planning is a joint enterprise and staff members voluntarily agree to share in the work associated with a special event.

4. Opportunities are provided for resolving minor problems before they escalate into major crises.

5. Opportunities are created to give recognition to staff members on special occasions.

6. Staff members share their ideas, their talents and their concerns.

Now see if you can add to this list of criteria for a cooperative staff, making sure to include those behaviors that indicate whether or not the criterion is satisfied.

2

To Develop and Use an Appropriate System of Record-Keeping to Keep Track of the Children

The greatest challenge that teachers of young children face is individualization. Individualization doesn't mean that each child is off working by himself with his own individual prescription. It does mean that when a child either selects or is presented with an activity that it is appropriate for his developmental level.

A superb teacher individualizes the curriculum by:

- Placing curriculum materials in the classroom that are varied and developmentally sequenced.
- Arranging the classroom so that children have easy access to the materials and can return the materials to the right place when they finish an activity.
- Observing every child carefully and keeping a written record of the skills they have achieved.
- Developing a daily schedule that allows children to work in small groups and individually.
- Making weekly plans that provide each child opportunities to reinforce emerging skills and acquire new ones.

Obviously record keeping is critical for every classroom teacher. Without good records we cannot see where we've been or plan where we want to go.

Let us look at all the ways that records on individual children are used.

1. Records tell us how much progress has been made by all the children in the class. This tells us how effective our curriculum has been.

2. Records provide us with information on the progress of an individual child. Is the program right for her? Does she need individual help or referrals?

3. Records provide a basis for individual planning. Plans that are developed from individual records that indicate the skills a child has mastered are especially useful when volunteers or classroom aides want to work with an individual child.

4. Records are extremely useful in communicating with parents and other staff members.

One form of record keeping that is a particularly valuable tool for planning is the Challenge Chart. Look at the sample chart on the following page and analyze its categories. Would you find this chart useful? Which categories would you eliminate? Why? What would you add to make it a better tool? After examining the sample and giving thought to these questions, sketch out a Challenge Chart that would be most useful in your classroom.

Challenge Chart

Child's Name	Self-Help Skills He Has Mastered	Appropriate Self-Help Challenges	Motor Skills Mastered	Appropriate Motor Skill Challenges	Readiness Skills He Mastered	Appropriate Challenges

Student's Challenge Chart

184

185

STAFF

3

To Seek Opportunities to Increase Professional Knowledge and to Serve as a Child Advocate

The child care field is coming of age! Child care, once looked upon as nothing more than an occupation, is beginning to gain professional status. Parents are becoming more knowledgeable about the elements of a quality child care setting. Public policy makers are recognizing the importance of providing quality care for children of working parents. In the process, child care workers are changing their self image. They are seeing themselves in a broader context as members of a "profession". They are no longer satisfied with simply getting a job done, but are actively searching to improve their expertise in their field and at the same time play a role as advocates of children.

If a colleague, new to the field of pre-school education, were to ask you how she could expand her knowledge of the field, and therefore, become a more effective teacher, how would you respond?

Make a list of the available resources for the pre-school teacher to increase her expertise. Make the list as comprehensive as possible.

Being a professional early childhood educator involves responsibilities. One of these is to understand the issues related to young children's welfare, both educationally and socially, and to take a stand on these issues when appropriate.

Think about this statement and see if you can list three ways you might serve as an advocate for young children:

1.

2.

3.

4

To Develop, Construct and/or Adapt Instructional Materials to Help Meet the Needs of the Children Served

Creating Instructional Materials

No matter how much money a center has to buy materials, it will always be necessary for teachers to make or adapt materials for their own instructional purposes. Actually, teacher-made materials have additional value. Children have a special feeling for a material that they know their teacher has created.

Here are some other advantages of teacher-made materials.

- If a part breaks you can replace it.
- Teacher-made materials are made with an objective in mind, and are used to achieve that objective.
- Teacher-made materials can be color coordinated with the classroom.
- Teacher-made materials can usually be designed with a self-corrective element.
- Teacher-made materials get an immediate field test, and redesign on the basis of feed-back is easy to accomplish.

One of the most creative challenges for the teacher is to look at common, everyday objects and transform them into important instructional materials.

Below is a list of everyday objects, found in homes and school. First choose at least five of the objects. Then use your creativity, imagination and experience to indicate how you would modify or use the object to meet an instructional goal. Also, state the goal. Good luck.

Milk Carton	Shoe Box	Sock
Egg Beater	Branch from Tree	Cigar Box
Clothespin	Paper Plate	Sandpaper
Paper Bag	Buttons	Rubberband
Old Hat	Feather	String

Object	Instructional List or Modification	Instructional Objective

CHALLENGES

1	**To Communicate and Cooperate with Other Staff Members in the Center**	***Activity 1***	Complete Manual p. 179
		Activity 2	Begin a collection of materials that demonstrates activities to meet this objective. Ex: joint planning, memoranda, joint notices to parents, field trips, rainy day activities, etc.
2	**To Develop and Use an Appropriate System of Record Keeping to Keep Track of the Children**	***Activity 3***	Complete Manual pp. 180-183
		Activity 4	Design a Challenge Chart that would be appropriate for your classroom and fill in with information regarding at least five children.
3	**To Seek Opportunities to Increase Professional Knowledge and to Serve as a Child Advocate**	***Activity 5***	Complete Manual p. 183
		Activity 6	Write a letter to one of the early childhood professional organizations inquiring about its policy and criteria for membership. Include the response. Provide evidence of organizational membership and participation.
4	**To Develop, Construct and/or Adapt Instructional Materials to Help Meet the Needs of the Children Served**	***Activity 7***	Complete Manual pp. 183-184
		Activity 8	Design with a colleague three materials associated with educational objectives, one in the area of cognitive development, one in the area of either gross or fine motor development, and one in the area of language development. State the objective, describe the activity (a photo would be helpful), and indicate how the activity meets the objective.

STAFF

PERFORMANCE CHECKLIST

Objective #	Activity #	Challenges	Evidence	Advisor's Evaluation	Date Accepted
1	1	Manual p. 179			
	2	Collection of materials			
2	3	Manual pp. 180-183			
	4	Challenge Chart			
3	5	Manual p. 183			
	6	Letter to organization			
	7	Manual pp. 183-184			
4	8	3 materials with objectives and rationale			

STAFF

THINK THROUGH SHEET

Name: _____

Unit: _____

Date: _____

A. Name or title of activity
B. What did you expect children to learn?
C. Procedures: What did you do? What did children do?
D. Evaluation and/or observation of children's responses
E. Why is this an important activity for the children in your group?

Adapted from CDAC material.

NOTES